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AUTHOR Hla Myint; And Others
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ABSTRACT

This report presents alternative plans for training teachers for the newly-established Regional Colleges in Burma. The Regional Colleges are three-year postsecondary institutions designed to train middle level technicians to help increase the production of goods and services needed in the Burmese economy. Concentrating on the Hawaii Community College system, the author reviews community college teacher training programs in the United States. Community college functions, courses, and faculty classifications are also examined. This information is then used to develop two plans for teacher training in Burma including: (1) short, in-service training for vocational/technical teachers; and (2) in-service and pre-service training for all faculty and administrative staff. The first entails an intensive program of 4 to 6 weeks duration with 25 to 30 trainees, while the second calls for the establishment of a teacher training center with emphasis on trade/vocation/industry courses where students may acquire the Bachelor of Education and graduate degrees. Extensive data are appended in the areas of community college organization, teacher qualifications, community college teacher education, program requirements, and cooperative vocational experience. (RT)

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ADVANCED TRAINING IN COMMUNITY COLLEGES FOR FOUR BURMESE UNIVERSITY PROFESSORS

May - September 1977

BEST COPY AVAILABLE

Department of Curriculum and Instruction
College of Education
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TRAINING TEACHERS

FOR

REGIONAL COLLEGES

TRAINING TEACHERS FOR REGIONAL COLLEGES

A Report Submitted to
The College of Education,
University of Hawaii, Honolulu, Hawaii

by

Hla Myint
Government Technical Institute,
Rangoon
BURMA

In collaboration with,

Kin Maung Kywe
Institute of Economics, Rangoon

Kyin Soe
Rangoon Institute of Technology

Than Htaik
Rangoon Arts and Science University

August, 1977

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I. INTRODUCTION

The Ministry of Education of the Socialist Republic of the Union of Burma has, in accordance with the educational policies of the Burma Socialist Program Party, launched a production oriented educational program by establishing a system of Regional Colleges throughout the country. The objectives of these Regional Colleges are:

1. To develop the educational policies laid down by the Burma Socialist Program Party.
2. To produce middle-rung technicians.
3. To train students theoretically and practically so that they will fit into the industries, public and private cooperatives, etc.
4. To engage students in production while studying in their various disciplines.
5. To educate students in such a way that those of high intellectual calibre, diligence and interest may pursue higher learning to obtain a University degree.

There is to be direct coordination and cooperation between these colleges and the industries and other work stations of the respective Regions (States and Divisions). By providing occupational education, the colleges would thus be aiding in the development of each State and Division of the country.

The regional colleges of Burma are similar in many aspects to the community colleges of the United States of America. For this reason, it was decided by the proper authorities to send educators from Burma to Hawaii to conduct a general survey of the community college system and a more detailed study of some special areas of the system. One such area is the recruitment and training programs for faculties of the community colleges.

II. THE DEVELOPMENT OF THE COMMUNITY COLLEGES IN U.S.A.

The development of community colleges in the U.S.A. has a long history. The initial idea for community colleges emerged when educators saw that the first two years of the American Liberal Arts Colleges were truly not collegiate at all, but belonged more appropriately to the Secondary Schools. During that early period, the idea of the "Junior College", a separate institution offering the first two years of baccalaureate curriculum, was established. Next, the concepts of terminal and semi-professional education in the "Junior College" gained widespread acceptance with the foundation of the American Association of Junior Colleges in 1920. Thus, the Junior College, proposed and initiated as an extension of Secondary Education and a separation from the University or four year college, grew and prospered.

The widespread unemployment during the depression of 1929 - 1937 encouraged the establishment of occupational courses in the Junior Colleges. Again, the outbreak of World War II and the nationwide emphasis on training for defense work stimulated the colleges to engage in community action as a temporary measure. The offerings proved so valuable to so many segments of the population, however, that the colleges continued and developed after the war, and so, with these offerings, completed the development of the community college.

The period since about 1965 has seen movement towards the full realization of the "open door" concept, with the spread of colleges and their emphasis on seeking ways to provide for all, the educational needs of the community.

III. THE COMMUNITY COLLEGES OF HAWAII

After numerous surveys and recommendations concerning community colleges, the 1963 Hawaii Legislature asked for a detailed feasibility study, and, in accordance with the findings and recommendations of this report, enacted the Community College Act of 1964. The Act was brief and stated the purpose of the Community Colleges in broad terms: "to provide two year college transfer and general education programs, semi-professional, technical, vocational and continuing education programs and such other educational programs and services as are appropriate to such institutions".

The Act established a statewide system of Community Colleges under the University Board of Regents. It authorized the transfer of the existing technical schools (except Hawaii Technical School in Hilo) from the Department of Education to the Univeristy of Hawaii. On July 1, 1966, the four technical schools of Honolulu, Kapiolani, Kauai and Maui formally changed their designations to Community Colleges. The colleges were authorized to grant associate degrees: the Associate in Arts and the Associate in Science.

In 1968, a fifth Community College was added: Leeward Community College. The establishment of Hawaii Technical School, which became Hawaii Community College, and Windward Community College came about in 1969 and 1972 respectively.

Organization charts of (a) the University of Hawaii System, (b) Office of the Chancellor for Community Colleges, (c) one of the Community Colleges viz: Honolulu Community College, are shown in the following appendices:

Appendix A-1 University of Hawaii System
Appendix A-2 Office of the Chancellor for Community Colleges
Appendix A-3 Honolulu Community College

Some Facts About the Community Colleges

Admission	Anyone 18 years or older or High School graduate
Campus enrollment	1290 to 6990
Total enrollment for regular credit programs	20,000
Length of programs	Two years or less
Degrees/Certificates	Certificate of Achievement Associate in Arts Degree Associate in Science Degree
Types of Courses	Career Education Liberal Arts Transfer General Education Developmental Education Continuing Education Community Services

IV. FUNCTIONS OF THE COMMUNITY COLLEGES

A. Education for Transfer to Professional Study

Preparation for further study at the four year college or university is perhaps the most generally accepted function, especially among the more conservative communities and institutions, even though, typically less than half of the entering student body transfers to higher institutions.

B. Technical and Vocational Education of Post High School Level

Although the community college provides education for transfer to professional study at the universities, it has other purposes which are not part of the idea of a university and other worthy students who do not desire and should not work towards the baccalaureate degree. Thus, a major unit of the curriculum is occupational education, which includes courses of two years duration or less, combining the skills required for entry into occupations with related knowledge and theory calculated to help the student progress on the job.

C. General Education for All Students

The purpose may be simply one of personal development or to meet the requirements of graduation either at the community college or a higher institution. General education compliments specialization through a recognition that, although students differ in their abilities, interests and accomplishments, they share many common characteristics and desire common elements of education. General Education seeks to develop insight and knowledge to assist every human being in conducting the many daily activities that are common to all individuals who live in such a society.

D. Developmental Education

Educational disadvantages are not restricted to any identifiable social group. Young persons with high ability can fail to achieve no matter what their social or economic status, without regard to their ethnic origins or their places of residence. The community college's task is to accept the student who needs and desires more education and to develop techniques to satisfy his needs. In accordance with the open door philosophy, the community colleges accept the responsibility for providing programs appropriate to a student's abilities.

E. Guidance and Counseling of Students

The community college functions of occupational education, general education, transfer education, has attracted students with many ambitions, varying backgrounds, and with extended ranges of abilities. In order that such students make effective use of the curriculums of the college, they must be assisted in choosing appropriate courses of study. Because of its greater diversity of its student body, the community college needs a complete and effective guidance service even more than other colleges.

F. Continual Education and Community Services

Community Colleges take the lead in studies of their communities to analyze needs for continuing education for people of all ages. Every college, regardless of its size and method of control seeks out and encourages adults in the community to improve themselves and their occupational status. The community college, in its urban and rural settings, should be the hub of activities, being used for meetings, offering foreign or historical films, presenting lecture series -- generally enriching and servicing the community.

V. SOME COURSES OFFERED AT THE COMMUNITY COLLEGES

Architectural Drafting Technology
Autobody Repair and Painting
Automotive Mechanics Technology
Aviation Maintenance Technician
Carpentry
Commercial Art
Commercial Baking
Commercial Banking
Computer Science
Data Processing
Drama
Economics
Electronics Technology
Engineering Technology
English
Fashion Design and Merchandising
Fire Science
Food and Nutritional Science
Food Science
Health and Physical Education
Heavy Equipment Maintenance and Repair
Hotel Operations
Human Development
Industrial Education
Industrial Electricity
Journalism
Machine Shop Technology
Material Science
Mathematics
Occupational Safety and Health
Occupational Therapy Assistant
Oceanography
Police Science
Practical Nursing
Professional Cooking
Radiologic Technology
Refrigeration and Air Conditioning Technology
Sheet Metal and Plastics Technology
Welding Technology

VI. FACULTY MEMBERS OF THE COMMUNITY COLLEGES

1. Instructor - Range 5
2. Instructor - Range 4
3. Instructor - Range 3
4. Instructor - Range 2
5. Acting Instructor - Range 1
6. Part Time Instructor
7. Lecturer

(Appendix B - Salary Scales of Instructors - See New Contract Salaries)

Board of Regents' Policy on Qualifications for Advancement - March 16, 1967

Instructors are assigned to a range on the salary schedule based on the following classifications:

Range 1: Baccalaureate degree or 7 years trade experience or equivalent.

Range 2: Baccalaureate degree plus 30 credits or
7 years trade experience plus 30 credits or
Master's Degree

Range 3: Baccalaureate degree plus 45 credits or
7 years trade experience plus 45 credits or
Master's Degree plus 15 credits

Range 4: Baccalaureate degree plus 60 credits or
7 years trade experience plus 60 credits or
Master's degree plus 30 credits

Range 5: Baccalaureate degree plus 90 credits including a Master's degree or
7 years trade experience and a baccalaureate degree in speciality field or
a Doctorate

All degrees and credits must be earned from an accredited institution. Credit refers to semester credits and must be approved as relevant to an instructor's educational responsibilities. Approval will be granted by the Community College System, University of Hawaii. In those fields where advance degrees are not commonly held by faculty members, equivalent credits, not to exceed 15, may be granted for classification purposes in recognition.

of professionally significant work experience; such determinations shall be made by the Community College System, University of Hawaii. An incumbent instructor may be credited with a maximum of 8 credits for professionally significant work experience in transferring to a higher range.

This policy which was adopted two years after the first community colleges were established, has been closely analyzed and revised by the authorities concerned. Some facts revealed by the analysis were:

This policy made initial placement and salary increases contingent only upon the accumulation of credits or trade experience. It places no limit on the number of credits that may be taken yearly towards range improvement. Thus,

a. An Oahu based instructor hired with a baccalaureate and placed in Range 1, might possibly take 30 credits a year (15 per summer and 15 during the academic year, 12 of which are tuition free) and in three years (90 credits) move to Range 5, acquiring in the process, a 48% salary increase (including annual increments) and a salary equal to that paid to Manoa full-professors in the lower steps.

   It is not fair to Neighbor Island faculties who have no easy access to an upper division/graduate institution.

   Instructors who spend their major efforts on campus teaching and working with students, as expected by the college, receive less salary advancements than do those who simply seek credits at Manoa.

   By contrast, a University of Hawaii at Manoa faculty member under optimum conditions, has to spend a minimum of 4 years in each grade or a minimum total of 12 years to move from instructor to professor.

b. Community Colleges stress good teaching in their goal. But evaluation of teaching is not a condition for recommendations for advancement to a higher range.

   University of Hawaii at Manoa requires elaborate evaluation procedures prior to promotion recommendations.

VII. CLASSIFICATION OF FACULTY IN THE COMMUNITY COLLEGES - JULY, 1977

The Instructor and/or Academic Counselor (hereinafter to be referred to as "instructor") in a Community College is primarily a teacher and/or academic counselor. The Instructor is appointed for teaching skills, knowledge of the field and ability to relate to and in assisting students to learn. The primary obligation and the one responsibility which most distinguishes Community College instructors is effectiveness in teaching and in the assistance of learning. The following classification system is to be viewed within this context.

A. Acting Instructor I

This range is established to facilitate recruitment of able and experienced instructors who are generally qualified to perform the duties and responsibilities of an Instructor II but have not yet completed the minimum requirements for the Instructor II level. Appointment as an Acting Instructor will be contingent upon an approved plan of professional self-improvement. All requirements for the Instructor II level must be fulfilled within a three year period.

B. Instructor II

Duties and Responsibilities:

Under general supervision, to conduct courses of instruction; counsel students and assist in campus-related student activities; identify student learning needs and implement constructive responses to them; develop amd maintain an approved program of professional self-improvement; prepare and revise course objectives; plan, organize and carry out independently instructional and non-instructional assignments. Perform related duties as assigned.

Minimum Qualifications:

Training equivalent to the requirements specified in Appendix C-1 to C-9; some teaching or equivalent experience.

C. Instructor III

Duties and Responsibilities:

Actively participate in efforts to achieve excellence in fulfilling the duties and responsibilities specified for Instructor II; adapt teaching and/or counseling to learning needs of individual students; keep abreast with teaching and academic field or related disciplines through study, work experience, course work or in-service training, participation in staff development programs, and maintenance of active liaison with occupational and professional groups related to the teaching area; involve self with divisional concerns other than assigned courses; serve with a committee or activity within or beyond the division; give community service through professionally related activities; and assist in the analysis of instructional effectiveness. Perform related duties as assigned.

Minimum Qualifications:

In addition to the minimum qualifications for Instructor II, must show evidence of positive progress in professional improvement and development; at least five years of superior teaching and/or counseling experience as an Instructor II or the equivalent.

D. Instructor IV

Duties and Responsibilities:

Fulfill the duties and responsibilities specified for Instructor III level; teach and/or counsel in a superior manner; participate in

coordinating and maintaining a course offering or course sequence; analyze program as well as instructional effectiveness; develop programs and refine teaching methodologies in response to these analyses; conduct studies on campus related activities; serve, when asked, as member of college of systemwide committees; assist in planning and directing the campus educational programs. Perform related duties as assigned.

Minimum Qualifications:

In addition to the qualifications for the Instructor III level, demonstrated effectiveness as a teacher and/or counselor; substantial professional improvement and development beyond the Instructor III level; at least five years of outstanding teaching experience in the Instructor III level or the equivalent; demonstrated ability to plan, organize and supervise work of assistants where applicable.

E. Instructor V

Duties and Responsibilities:

Fulfill the duties and responsibilities specified for the Instructor IV level; provide leadership and assistance to junior staff members in becoming more effective teachers and/or counselors; design, maintain and coordinate major instructional programs; provide leadership in analyses of instructional and program effectiveness and in the development of programs and technologies in response to these analyses; provide leadership in staff development projects designed to keep faculty abreast with teaching methods, their academic fields or related disciplines; provide leadership in community service through professionally related activities; serve when asked, as chairperson or member on major committees

of the division, campus, or system; make contributions to planning and directing the campus educational program.

Minimum Qualifications:

In addition to the minimum qualifications for the Instructor IV level, demonstrated and recognized academic, teaching and/or counseling and work achievement; exemplary professional improvement experience; have outstanding expertise in the subject matter; at least five years of outstanding teaching experience in the Instructor IV level or the equivalent; must have made substantial professional contribution to the field of teaching and/or counseling, field of knowledge, the college and the community.

F. Lecturer

The title of Lecturer is used to hire persons on a temporary, part-time and semester-by-semester basis to perform on a limited basis specific duties as described above. Lecturers will be placed in ranges in accordance with institutional demands, qualifications and recommendation of the Provost.

VIII. TRAINING PROGRAMS FOR FACULTY OF COMMUNITY COLLEGES

The first community colleges materialized from the Technical Schools so the faculties were essentially composed of former technical school teachers. At that time, the community colleges were thought to be less prestigious than the major universities, so the community colleges at first, experienced great difficulties in finding qualified instructors. Instructors were hired who had little understanding of community college purposes, especially the responsibilities for open admissions and community services. Thus, there were demands for training programs at the undergraduate and graduate levels which would prepare instructors to teach in the community colleges.

The University of Hawaii started offering a program in community college teaching in September 1969 with the assistance from the U.S. Office of Education and in cooperation with the Community College System.

The initial and existing programs for preparing teachers for the community colleges and for self improvement are: the Education Profession Development Act Programs (EPDA), the Graduate Program, the Program for Industrial Arts, Technical and Industrial Vocational Education Majors, the Professional Diploma, the Neighbor Island In-Service Activities, and the Industrial Education 436 Cooperative Vocational Experience Course.

IX. EDUCATION PROFESSION DEVELOPMENT ACT PROGRAMS (EPDA)

This program was planned for full time graduate students and for experienced tradesmen who had less than a bachelor's degree. This Fellowship Program for Prospective and In-Service Community College Faculty was an EPDA project undertaken by the Department of Curriculum and Instruction, College of Education, in cooperation with the Hawaii Community College System and funded by the U.S. Office of Education. There were also many prospective teachers who joined the training program without receiving any stipends.

The Graduate Program

This was a two year program where fellows with bachelor degrees spend about a year in Phase I and a semester each in Phase II and Phase III. For graduate fellows with master degrees, the schedule was adjusted so that he could complete his work earlier than the others.

Phase I - Academic preparation in a major subject field leading to a master's degree or equivalent.

Phase II - A core of community college foundation courses.

Phase III - An internship program.

In 1976, this program was revised to one academic year plus one semester.

The overall objective of the program was to develop a pool of prospective instructors in the subject fields normally taught in a comprehensive community college. Specifically, the project sought:

1. To recruit native American prospective and in-service post secondary faculty and to help them qualify and upgrade themselves for teaching in community colleges or other post secondary vocational institutions.

2. To familiarize participants with education concepts (history, philosophy, curriculum organization, learning theory, methodology, professional associations, etc.) related to community college teaching.

3. To enable participants in the pre-service program to observe community college students in their environment, and, under close supervision, to teach in community college classes. To maximize the practical benefits for in-service trainees by having them perform significant research and development of projects assigned and supervised by local campus administrators.

4. To improve and expand trainee knowledge, skills and concepts in his or her major field or college responsibility.

5. To stimulate the exchange of ideas among the trainees themselves and with other professional educators.

A. Phase I

Phase I provided pre-internship preparation in foundations, media technology, methods of teaching and evaluation methods. The courses attempted to provide prospective faculty with an acceptable background in community college teaching.

The course covered the organization and administration, college teaching, curriculum history and philosophy, audio-visual techniques, vocational-technical education, learning theory, student personnel services and other practical aspects of community colleges. In addition, special emphasis was placed on the development of an attitude that is appropriate to community college teaching which is distinct from teaching at the secondary level or university.

B. Phase II

Phase II is a full time internship program designed to provide a practical and supervised learning experience. Graduate fellows were assigned to one of the seven community colleges located in this state and placed under the supervision of a cooperating member of the faculty. A member of the program staff coordinated and supervised the activities of both cooperating faculty and fellows. In addition, each intern was involved in a community service project and weekly seminar meetings.

C. Phase III

Phase III is a follow-up of the internship experience. It is a summarizing and generalizing of the practical experience. This phase normally culminated the program cycle, utilizing the selected expertise of the College of Education and the staff from Hawaii's community colleges.

Other program activities such as seminars, conducted by distinguished community college educators and other leadership personnel, field trips to community colleges and institutions, social activities, etc., were also organized. [See Appendix D-1 and D-2; Community College Program Schedule (EPDA)]

X. PROGRAM FOR INDUSTRIAL ARTS, TECHNICAL AND INDUSTRIAL VOCATIONAL EDUCATION MAJORS

A coordinated program of preparation has been established between the College of Education and Honolulu Community College to prepare competent teachers for expanding industrial arts education and technical-industrial vocational education positions in the community colleges. Prospective teachers enroll (in the Honolulu Community College) for their first and second years of program, taking courses in technology and general education. Candidates transfer to the College of Education at the end of their sophomore year to complete professional education and teachnig field major work during their junior, senior and fifth years for their B.Ed. degrees. (For program elements, see Appendix E-1 through E-4)

XI. THE PROFESSIONAL DIPLOMA

In recognition of successful completion of a post baccalaureate teacher education program for teaching at the elementary or secondary level, the College of Education awards the Professional Diploma. To be eligible for the Professional Diploma, the student must:

1. Meet all admission requirements of the College of Education.
2. Have been awarded a bachelor's degree from an accredited institution.
3. Have completed student teaching with a grade of no less than a 'C'.
4. Have completed all course requirements for the Professional Diploma.
5. Have acquired a minimum of 156 semester hours.

(See Appendix E-2, E-3 and E-4 for Professional Diploma elements)

XII. NEIGHBOR ISLAND IN-SERVICE ACTIVITIES

This program is sponsored by the Education Profession Development Act - Part F, Section 553, U.S. Office of Education for in-service instructors of community colleges, schools and institutes in the Neighbor Islands. It is a part time program in the sense that faculty of the College of Education travel to Hawaii, Kauai, and Maui to conduct courses there.

Courses offered are:

Ed EP 416 - Tests and Measurements

Ed CI 346 - Methods of Instruction, Industrial Education

Ed CI 583 (K) - Practicum in Curriculum Development, World of Manufacturing

Business Education Core Curriculum Workshop

Career Information Center Workshop

XIII. THE I.E. 436 COOPERATIVE VOCATIONAL EXPERIENCE COURSE

The Cooperative Vocational Experience Course at the University of Hawaii is intended to offer vocational-technical instructors training and retraining for teaching these occupations.

The major goal of the Cooperative Vocational Experience course and concurrent 401 or 402 course is to provide some of the required technical and professional experience through the completion of a well planned and supervised work experience. This course, therefore, is designed to prepare competent prospective and in-service vocational-technical teachers for employment in the various vocational-technical programs offered in schools and colleges, especially in the State of Hawaii.

A. Benefits

The student enrolled in the Cooperative Vocational Experience course at the University of Hawaii, Manoa Campus, receives the educational benefit of training with business and industrial personnel in up-to-date facilities. For those students with considerable experience, the program will provide further upgrading and an opportunity for more specialized training. Students, who have had little work experience, will have an opportunity to gain a broad business or industrial background in the area they plan to teach.

Participating business and industries will have an opportunity to play an active role in the vocational-technical teacher's educative process. By making its facilities and staff available to prospective and in-service teachers, a more up-to-date and complete training program will result. The completion of this type of program will help to ensure business and industry that students prepared by these teachers will be more adequately trained in modern business and industrial aspects, and thus meet the demands of business and industry.

Business and industrial experience, which supplements the academic mission of the educational institution, also serves as an extension of the University's facilities. The Cooperative Vocational Experience course makes it possible for the University to more adequately meet the needs for qualified vocational-technical teachers in a realistic way.

B. Time Requirements

The minimum amount of elapsed time a student may spend on this Cooperative Vocational Experience course is six weeks for each work period. On the basis of a forty hour week, this means that the student will actually work 240 hours to fulfill the course requirement. It has been found, however, that even though the student can fulfill all course requirements in this length of time, it is to his advantage to stay on the job for as long as his schedule permits. In some instances, where the student does not work a full forty hours a week, it is possible for him to spread the total 240 hours out over a longer period of time during the summer. This is not considered good practice, however, and it is desirable that all students complete the required work periods on a full time basis.

C. Job Requirements

The type of industry and businesses, or services, and the kind of job the student should seek is stated in the Job Requirements for the student. The main emphasis being that, whatever the job, the student employee should be accepted only if he is able to perform on the job as adequately as any other new employee is expected to perform. Also, the job must support his current teaching assignment or prospective teaching assignment.

The student should be regarded as a regular employee, and all company regulations, all conditions of health and safety, and all legal requirements

apply to him, and any company policy violations should be handled in the usual way. Accordingly, the remunerations should be comparable to other employees of similar experience and seniority doing similar work.

D. The Program

The technological diversity of business and industry and the variety of business and industrial areas available for vocational-technical teachers requires that the Cooperative Vocational Experience course be extremely flexible. Therefore, each student's program will be developed in light of his needs and the available opportunities. Each student's program will be reviewed, based upon these needs and opportunities.

The Cooperative Vocational Experience course provides upper division and graduate students with an opportunity to acquire up-to-date knowledge and experience. Application for entrance into the Cooperative Vocational Experience course should be completed by the student during the semester prior to the anticipated enrollment period.

Students may apply for the Cooperative Vocational Experience course during the sophomore year; however, approval and actual assignments will not be made until the student has attained junior status.

Students may request an assignment anywhere in the State of Hawaii. However, supervisory considerations are such that the majority may be placed within the Honolulu area. Flexibility of the program will permit assignments in other geographic areas. These will be considered and reviewed in terms of the needs of the student, industrial opportunities, staffing, and program requirements.

The planning of a Cooperative Vocational Experience course requirement will originate in the Department of Curriculum and Instruction. Students must have the approval of their advisor and the Cooperative Vocational Exper-

ience course instructor before registering for the Cooperative Vocational Experience course.

The credit hours earned will be based upon the number of hours, weeks, or months that a student is employed. The type of training and experience which the student receives is also considered when determining the amount of credit to be given. During the course of his work in the Department, a student may earn 3 to 7 credits in any one work period through participation in the Cooperative Vocational Experience course.

In general, one semester hour credit will be granted for each two 40 hour weeks of supervised and approved industrial work experience. The minimum requirement is that each enrollee fulfills the hours of work needed to complete or meet 3 credits in one period of the course. The actual work may be performed on either a full-time or part-time basis, as approved by both the University and the industry concerned. Enrollment in the program may be completed during either the summer (one or two sessions) or a regular semester. A maximum of six (6) credits for any summer enrollment period will be permitted. A maximum of 7 credits for the regular semester. The student is required to concurrently enroll in IE 401 or IE 402 depending on the course availability during his work period. IE 401 or IE 402 is a one-credit course during the six-week summer session and a two-credit course during the regular semester.

General Procedure

The general procedure to be followed in this program includes: (1) an indication of interest in and need for this type of experience by the student; (2) the completion of necessary forms (to be done during the term prior to enrollment); (3) the development and approval of a training schedule; (4) one or two meetings which include the

student, the industry supervisor, and the Cooperative Vocational Experience instructor; (5) a number of supervisory visits and/or conferences with the Cooperative Vocational Experience course instructor; and (6) a series of scheduled meetings (IE 401 or 402) with the Cooperative Vocational Experience course instructor to be held on the University of Hawaii, Manoa Campus.

The following specific forms are necessary for program continuity and evaluation.

Forms

Application: Each student will complete the Application Form 4 (Cooperative Vocational Experience), prior to his enrollment in the Cooperative Vocational Experience course and actual assignment. Along with the completed application form, he should submit supplementary information, such as a listing of professional and subject area courses completed (or a transcript). This material will be reviewed by the University Cooperative Vocational Experience course instructor, the student's curriculum advisor (Home Economics, Office Education, Distributive Education), the DOE program education specialist concerned and the industry supervisor.

Work Agreement: Upon approval, a student will complete the Cooperative Vocational Experience Form 6, Cooperative Vocational Experience Work Agreement. The Agreement clarifies and records the details of the student's Cooperative Vocational Experience course assignment. The Work Agreement may be completed after agreement on placement is reached. A student will not be properly enrolled unless this Agreement has been completed and is filed with the Cooperative Vocational Experi-

ence course instructor. Duplicate Aggrements may be filed with the employer. The non-fulfillment of a work assignment will result in credit loss or an incomplete grade.

Weekly Reports: Following each work seek, or other agreed upon time period, it will be the student's responsibility to complete and return the Weekly Report (CVE Form 9) to the Cooperative Vocational Experience course instructor's office. The report will summarize the reporting period's activities.

If desired, the student may request the industry supervisor to sign each report. At that time, the supervisor has an opportunity to comment on the student's progress. Each report is to be sent or brought to the Cooperative Vocational Experience course instructor's office immediately following the particular period. Should the employer and/or student desire to keep copies of the report on file, multiple copies must be made and distributed by the student.

Evaluation: Prior to the end of the work experience period, the Employer's Evaluation (Form 11) will be sent or delivered by the Cooperative Vocational Experience course instructor to the industry supervisor. The evaluation, however, may be in any form convenient to the employer. A due date by which time the evaluation should be returned to the Cooperative Vocational Experience course instructor will be indicated.

It is suggested, but not required, that the final evaluation should be discussed with the student by the industry supervisor. The Cooperative Vocational Experience course instructor may discuss all

evaluations with the student and will assign the final grade for the Cooperative Vocational Experience course.

Time Schedule: The training schedule form (Cooperative Vocational Experience Form 7) is to be initiated by the student following a special meeting for this purpose between the student and the Cooperative Vocational Experience course instructor. The schedule will be reviewed by the industry supervisor. Following this review, the schedule is to be discussed and approved by both the industry supervisor and the Cooperative Vocational Experience course instructor.

The schedule should follow a format that includes the following steps among others.

1. Employer, supervisor and firm address
2. Nature of the industry/business
3. Length of training periods in hours and weeks or months and credit
4. Outline of the training program, using major and sub-headings, and time designation, if possible.

Final Report: Upon completion of the work-experience period, the final report must be submitted to the Cooperative Vocational Experience instructor. A specially designed format for this report will be provided to the student as a guide for its completion (CVE Form 10). The general purpose of this final report is to summarize the experience period activities, relate the experiences to future teaching responsibilities, and to gather information that might be helpful in updating and making the program more effective.

(See Appendix F-1 to F-9 for required Forms)

XIV. THE REGIONAL COLLEGES OF BURMA

In May 1977, the States/Divisions Peoples' Councils established 17 production oriented Regional Colleges in the 14 States and Divisions of Burma. (See Appendix G - Socialist Republic of the Union of Burma - Administration of Regional Colleges)

Regional Colleges by State/Division
Location and Enrollment - May 1977

State/Division	Location	Number of Regional Colleges	Enrollment
1. Arakan State	Akyab	1	196
2. Chin State	-	-	-
3. Kachin State	Myitkyina	1	258
4. Karen State	Pa-an	1	88
5. Kayah State	-	-	-
6. Mon State	Moulmein	1	596
7. Shan State	Taug-gyi	1	484
8. Sagaing Division	Monywa	1	658
	Shwebo	1	
9. Magwe Division	Pakokku	1	573
	Yenan-chaung	1	
10. Mandalay Division	Mandalay	1	1637
	Meiktila	1	
11. Irrawaddy Division	Bassein	1	899
12. Pegu Division	Pegu	1	1209
	Shwedaung	1	
13. Tenasserim Division	Tavoy	1	181
14. Rangool Division	Botathoung	1	4796
	Hlaing	1	
	TOTAL	17	11,574

XV. COURSES OFFERED AT THE REGIONAL COLLEGES

1. Textile Technology
2. Chemical Technology
3. Mining and Petroleum Technology
4. Metal Processing Technology
5. Woodworking Technology
6. Mechanical Repairs and Maintenance Technology
7. Electrical Repairs and Maintenance Technology
8. Building Construction and Maintenance Technology
9. Industrial Arts and Crafts
10. General Agriculture
11. Agricultural Products Technology
12. Aquaculture and Aquacultural Products Technology
13. Animal Husbandry and Animal Products Technology
14. Forest Products Technology
15. Rubber Technology
16. Food Technology
17. Oils and Fat Technology
18. Accounting
19. Secretarial Science
20. Mass Communication
21. Cinematography
22. Printing and Publishing
23. Home Economics

Courses offered in one Regional College may differ from that of another and only a few colleges will offer the entire range of trades and technologies.

The Regional Colleges are three year institutions of two years of formal classroom and laboratory instruction followed by one year of practical on-the-job training designed to produce middle level technicians.

Students wishing to enter universities and higher institutions are required to take entrance examinations conducted by the institutes, after successful completion of two years in the regional colleges. (See Appendix H - Education Structure)

Early Requirements - Matriculates
Awards - Certificates/Diplomas

XVI. FACULTY MEMBERS OF REGIONAL COLLEGES

Faculty members of regional colleges may be classified as:

1.	Head of Departments:	a Master's degree and 7 years tutor experience in the academic field
		a Bachelor's degree and 7 years instructor experience in technical and trade-vocational field
2.	Tutors/Demonstrators:	a Bachelor's degree in academic subjects
3.	Instructors:	a Bachelor's degree in technical and trade-vocational subjects
4.	Part-time Instructors:	a Bachelor's degree or 7 years work experience in technical and trade-vocational areas.

XVII. NEED FOR TEACHER TRAINING PROGRAMS

Mastery of a subject does not guarantee a built-in ability to teach it. Skillful teachers are vital to every dynamic, successful training program. Facilities, training materials, equipment and personnel with specialized technical knowledge are also needed but, without teachers fully competent in the art of teaching, no training program can be completely successful.

Faculty members of the regional colleges may generally be grouped into three types:

1. Teachers who have Bachelor's or Master's Degrees in academic subject areas, professional fields or vocational-technical programs in which they are teaching and have:

    a. More than 7 years teaching experience
    b. No formal teacher training
    c. Some or no work experience

2. Teachers with Bachelor's Degrees and have:

    a. Less than 7 years teaching experience
    b. No formal teacher training
    c. Some or no work experience

3. Teachers with less than a Bachelor's Degree:

    a. Many years of work experience
    b. No formal teacher training

It has been said that colleges cannot gaurantee every student with work after graduation, but the colleges should at least be able to guarantee a student the skills and knowledge necessary for a livlihood. The effectiveness of the Regional Colleges to achieve this objective would depend largely upon the quality of its teachers. Therefore, it is the responsibility of the authorities concerned to help the teacher improve his teaching skills and to continue to expand his knowledge of his subject field.

Burma, at present, has no institute of higher education that has the

program or responsibility for the formal training of vocational and related teachers for regional colleges. There are several agencies that have informal programs that cater for special areas, but again, these are small and insdequately staffed.

Since the need for training is immediate and urgent, training plans should be developed as soon as possible. An emergency plan followed by a permanent plan which may be considered are:

Primary Plan:	Short, intensive, in-service training programs for vocational technical teachers.
Secondary Plan:	In-service and pre-service training programs for all faculty, administrative staff, etc.

XVIII. PRIMARY PLAN

A. Training Centers

The training centers may be located where facilities of schools and institutions may be effectively utilized. Accomodation and messing facilities, expenses and traveling problems of trainees should also be taken into consideration.

B. Faculty for Training Centers

The Ministry of Education, with the cooperation of other Ministries, may select personnel with years of teaching or administrative experience. These personnel could be from universities, institutes, industries and other agencies who are at present responsible for training programs at their respective offices or departments. These personnel may be organized to form bodies or groups responsible for training regional college teachers.

C. Seminars for the Trainers

Seminars or workshop sessions for a duration of one to two weeks may be conducted for the selected teacher-trainers to discuss and work out detailed programs for the regional college teachers.

D. Duration of each program

An intensive training program of 4 to 6 weeks duration (or less if absolutely necessary) with 25 to 30 trainees attending each program, depending upon the number of training centers considered.

E. Objectives of the programs

1. To develop understanding of the concepts, organization and structure of the regional colleges.
2. To familiarize participants with the principles of education, organization and management of workshops, and methodology

related to regional college teaching.

3. To develop underatanding of student characteristics so as to adopt methods suitable to student abilities and purposes.

4. To improve and expand knowledge, skills and concept in vocational education.

F. Courses in the program

1.	Communication	4 hours per week
2.	Principles of Education	4 hours per week
3.	Methods	6 hours per week
4.	Tests and Measurement	3 hours per week
5.	Shop organization and management	3 hours per week
6.	First Aid and Safety	4 hours per week
7.	Visual Aids	3 hours per week
8.	Open for group discussion and tutorials	3 hours per week
	TOTAL	30 hours per week

XIX. TRAINING FOR WORK EXPERIENCE

Because of the nature of the training programs offered, the Training Center cannot be responsible for training for work experience. Nevertheless, training for work experience should be required for all vocational-technical instructors, expecially those with little or no experience. If they are to be competent instructors, it must be the concern of the administrators and the instructor himself to search and plan for ways and means by which valuable work experience may be gained.

The objectives of such a training program would be to:

1. Enable the instructor to observe the actual application of principles he has learned in his college courses
2. Provide the instructor with an opportunity to gain up-to-date industrial experience
3. To learn about the products, equipment and processes in his area of specialization
4. Provide skills and work experience essential for teaching in vocational-technical fields

A training program should be worked out by the administrators of the regional colleges in cooperation with the industries and businesses and the instructor so that the instructor can utilize the college vacation periods for his training. The main emphasis should be that the instructor acquire work experience by working with his hands. If this is not possible, then, through observation of professionals at work.

XX. SECONDARY PLAN

This is a long term plan with its goal set at establishing a training center where in-service and pre-service teachers, administrators, etc. of the regional colleges and other institutes may attend for self improvement in various fields of education. Program emphasis could be on the trade-vocation-industry courses where undergraduates and graduates may acquire a B.Ed. and higher degrees. Requirements for the training center are:

1. Space and buildings
2. Equipment and material for Resource Center, classrooms, offices and workshops
3. Detailed programs and schedules for courses to be offered
4. Preparation of handbooks, catalogs or manuals
5. Training for administrative staff and faculty (in the country or abroad or by specialists from abroad)

CONCLUSION

The Socialist Republic of the Union of Burma has embarked upon an education reform program with the objective of providing the youth of the country with career education which would help them enter the world of work with pride and confidence. They are the resource and strength of the country's future and would individually and collectively give a hand in raising the economical and social status of the country.

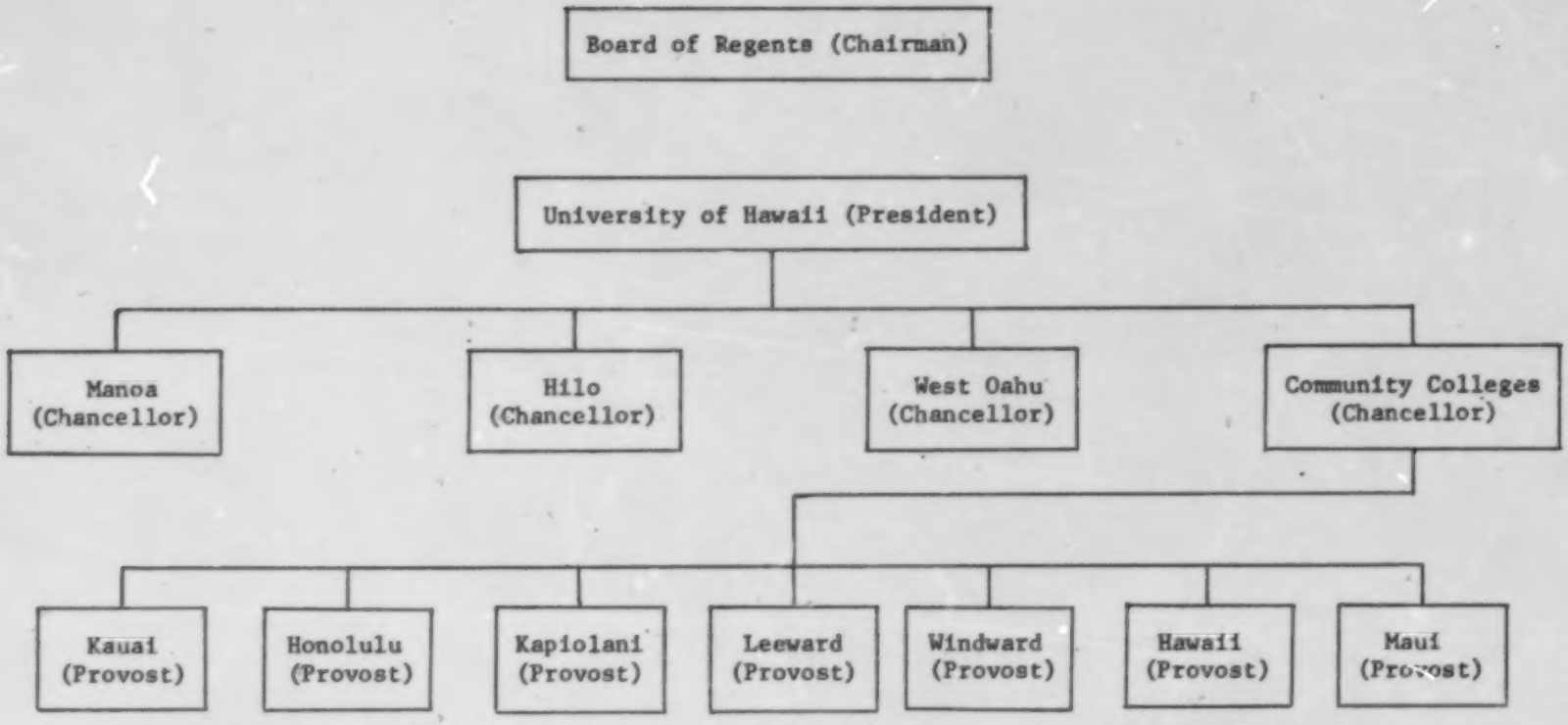
It is the responsibility of the administrators, staff and faculty of the colleges and the general public to make sure that this program does not fail. Much will depend upon the teachers who would be directly responsible for imparting their knowledge and skills to the students and for building up their morale and attitudes towards work.

Thus, the importance of the qualifications of the teachers cannot be over emphasized. Every opportunity must be made available for teachers to widen their knowledge and upgrade their skills, which could be most effectively employed in educating the youth of the country. Training programs pedagogy, subject field and work experience are absolutely essential for teachers to improve professionally and thereby help them raise the quality of the students they train.

APPENDICES

UNIVERSITY OF HAWAII

Appendix A-1

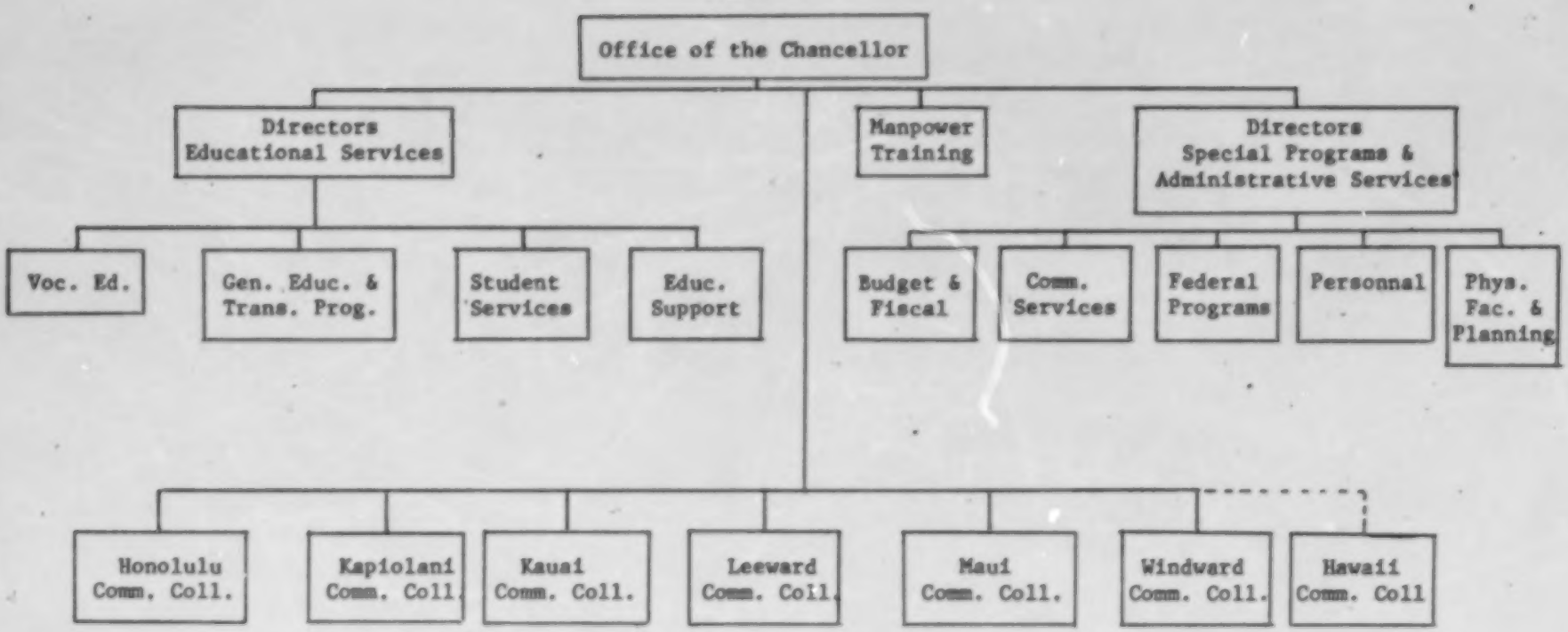


University of Hawaii
Chancellor for Community Colleges

Appendix A-2

Proposed Organization Chart

Chart I

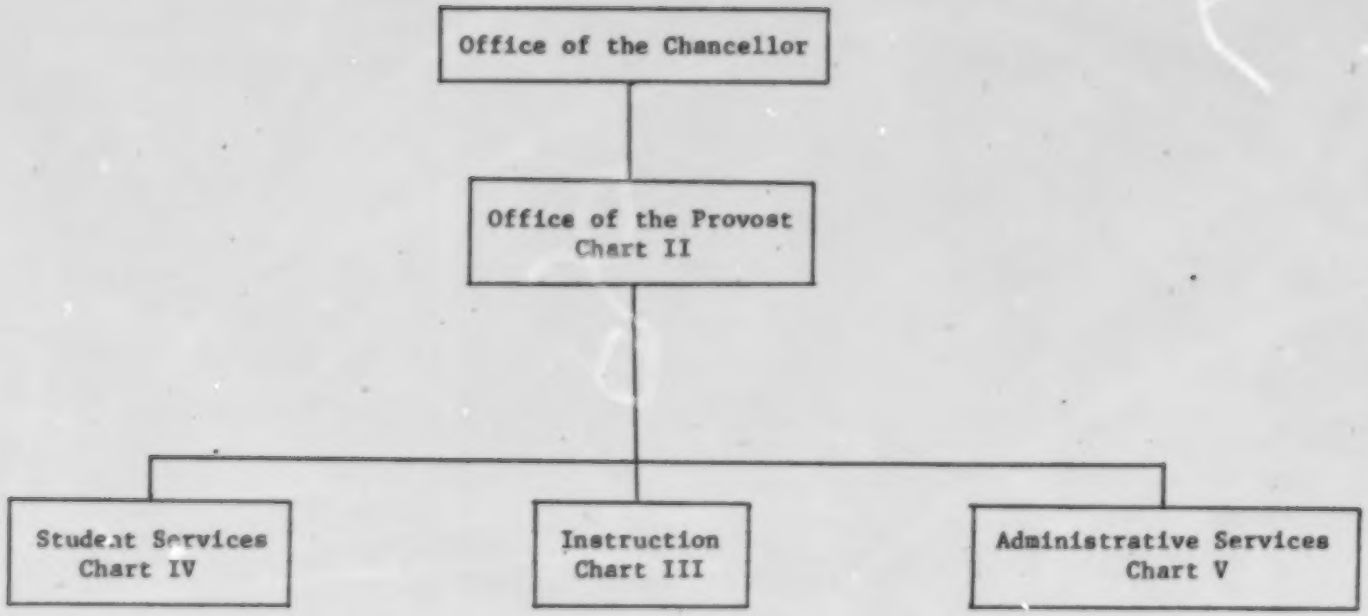


State of Hawaii
University of Hawaii
Honolulu Community College

Appendix A-3

Organization Chart

Chart I



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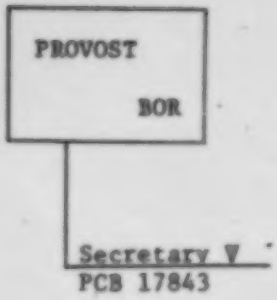
State of Hawaii
University of Hawaii
Honolulu Community College

Appendix A-4

Organization Chart

Chart II



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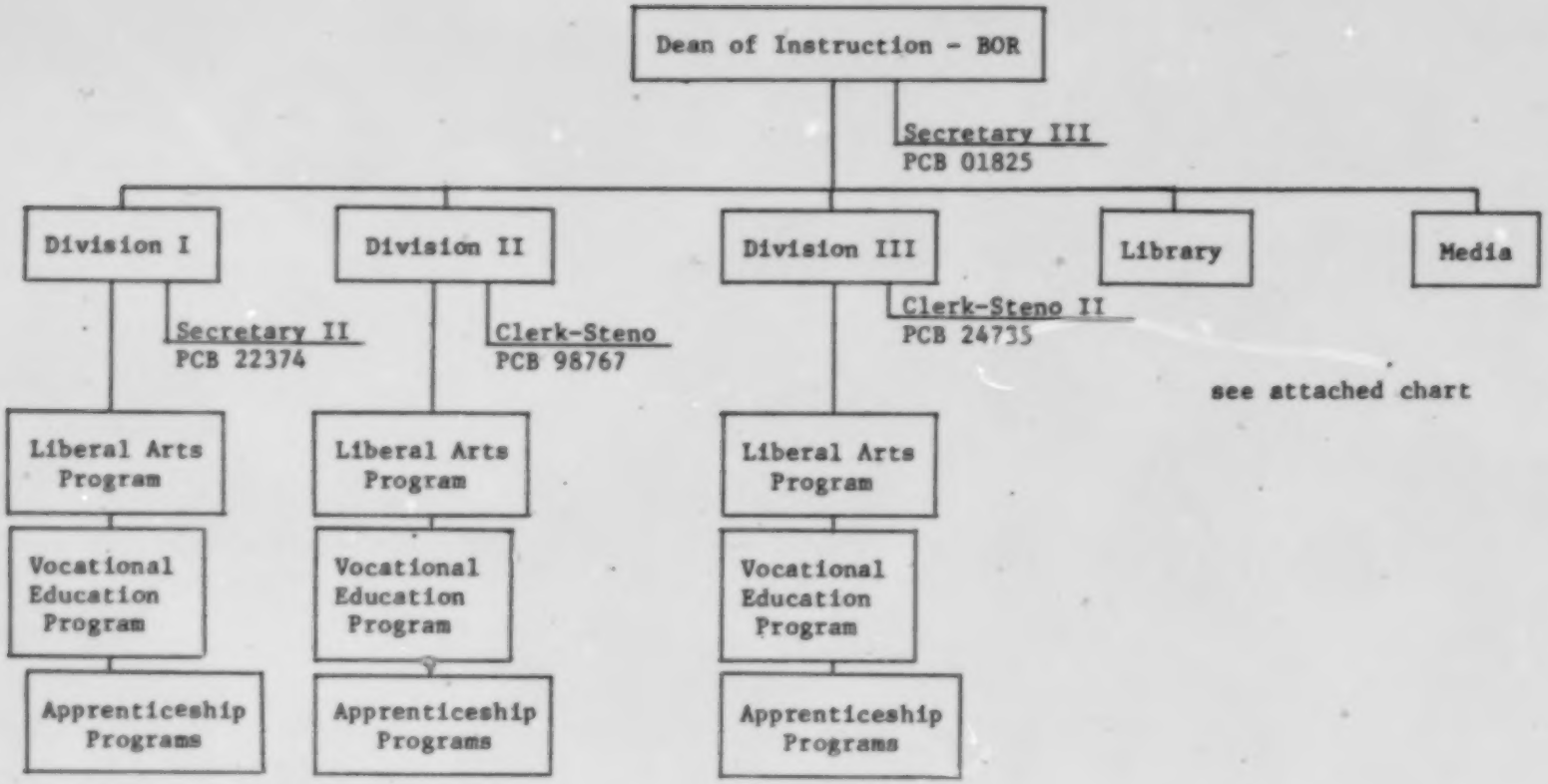
State of Hawaii
University of Hawaii
Honolulu Community College

Appendix A-5

Organization Chart

Chart III

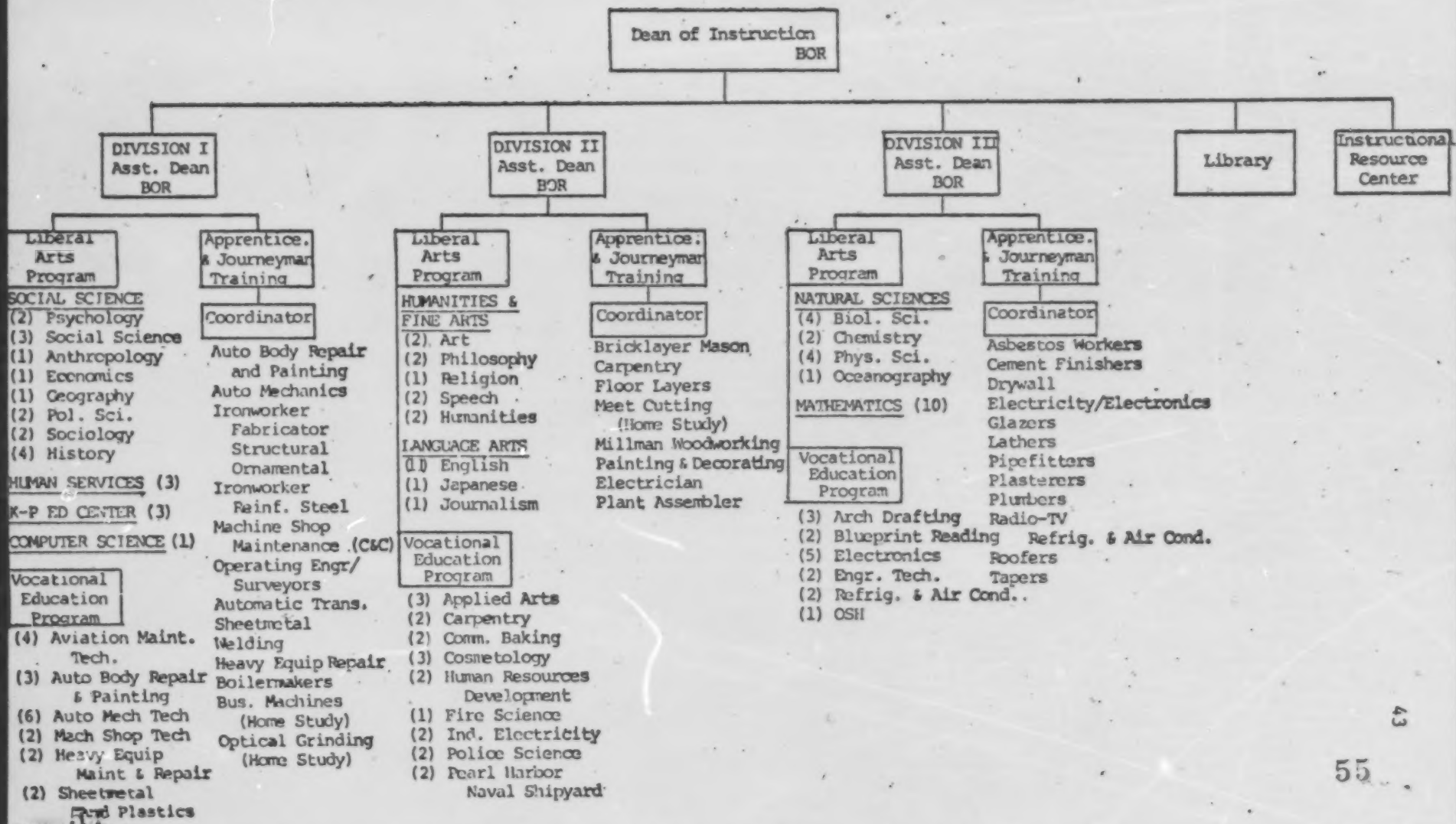


State of Hawaii
University of Hawaii
Honolulu Community College

Appendix A-6

Organization Chart

Chart IIIA

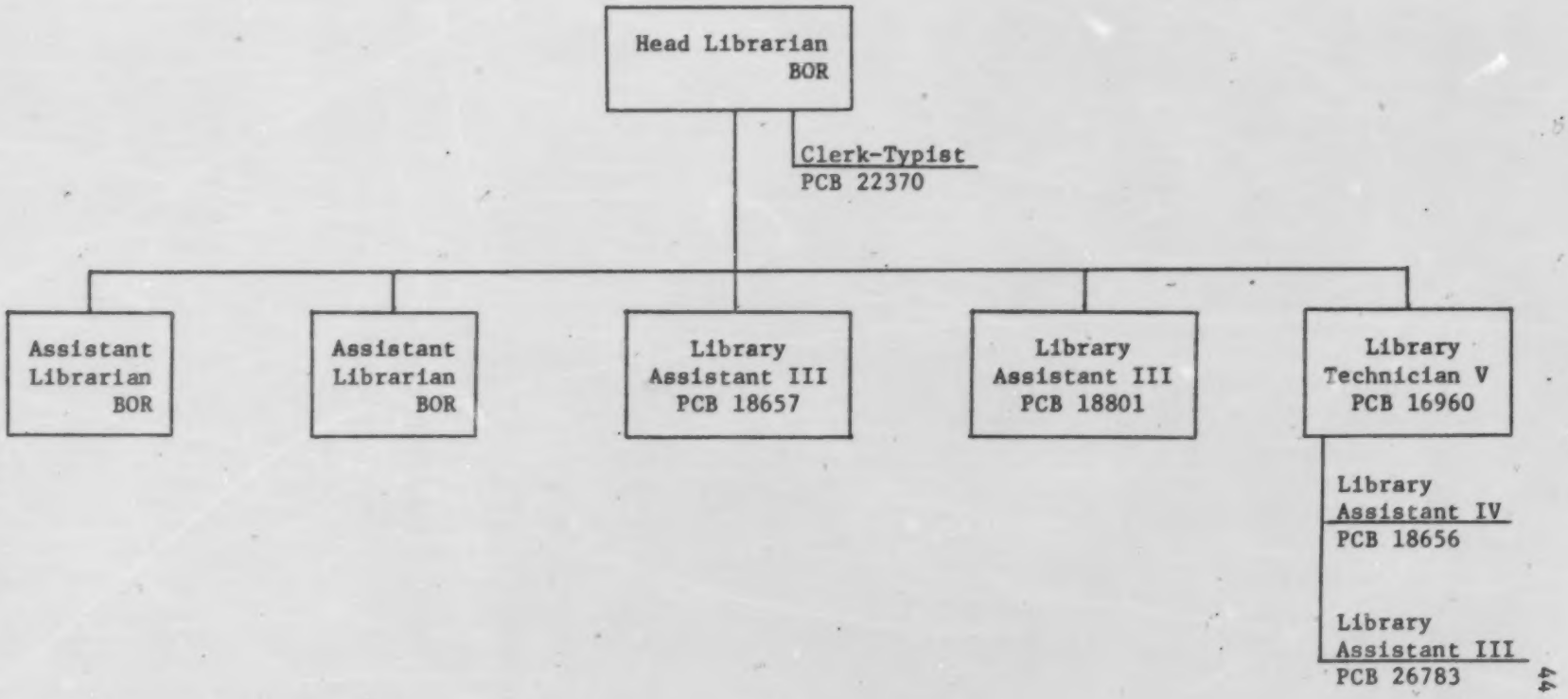


State of Hawaii
University of Hawaii
Honolulu Community College

Appendix A-7

Organization Chart

Chart IIIB

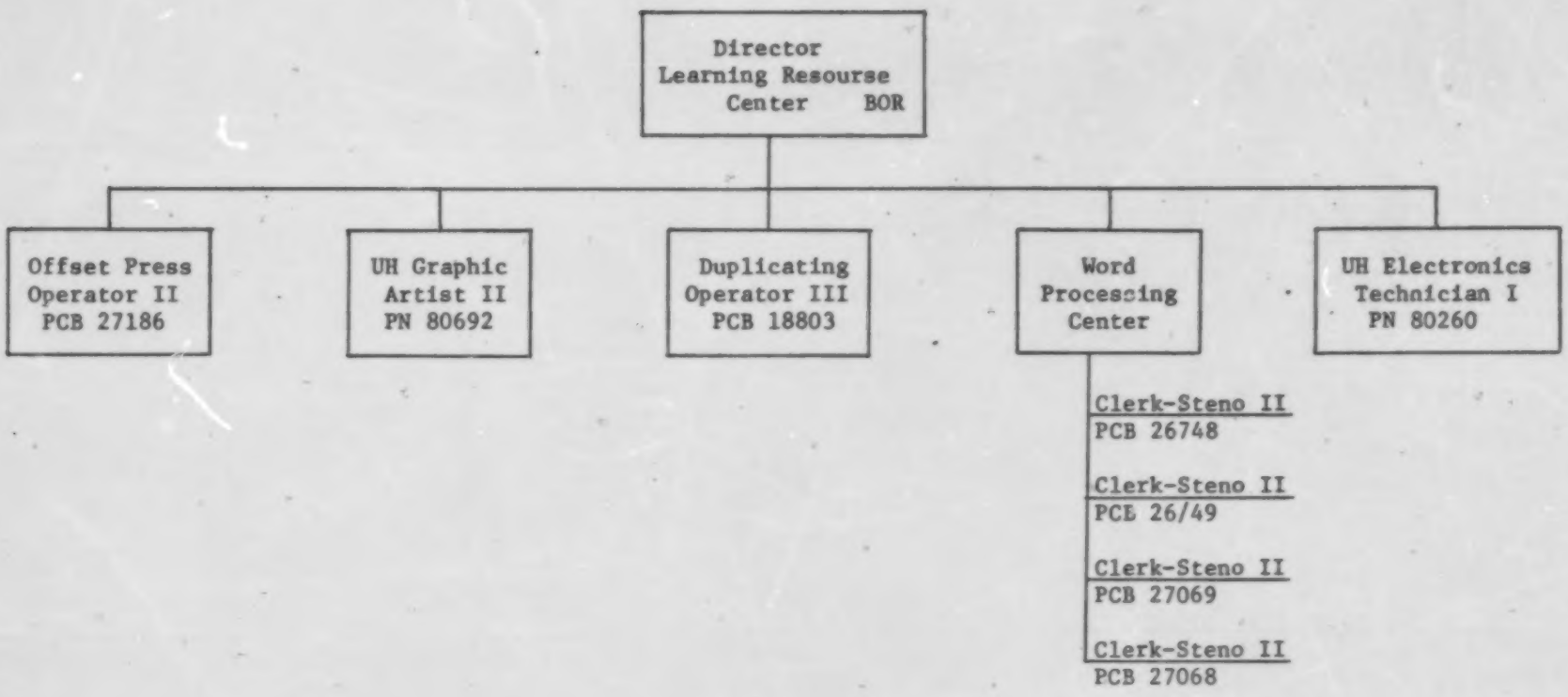


State of Hawaii
University of Hawaii
Honolulu Community College

Appendix A-8

Organization Chart

Chart IIIC

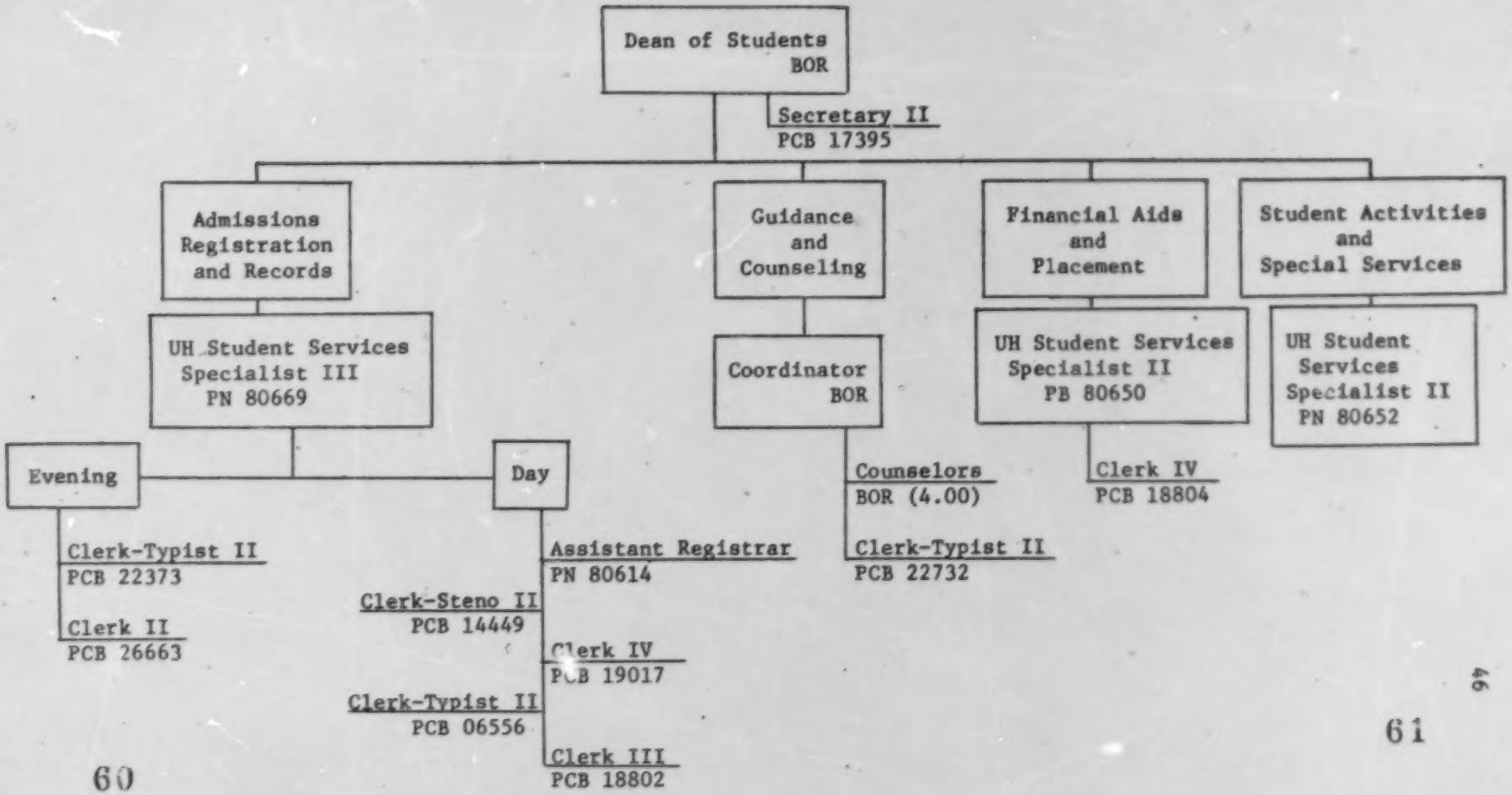


State of Hawaii
University of Hawaii
Honolulu Community College

Appendix A-9

Organization Chart

Chart IV

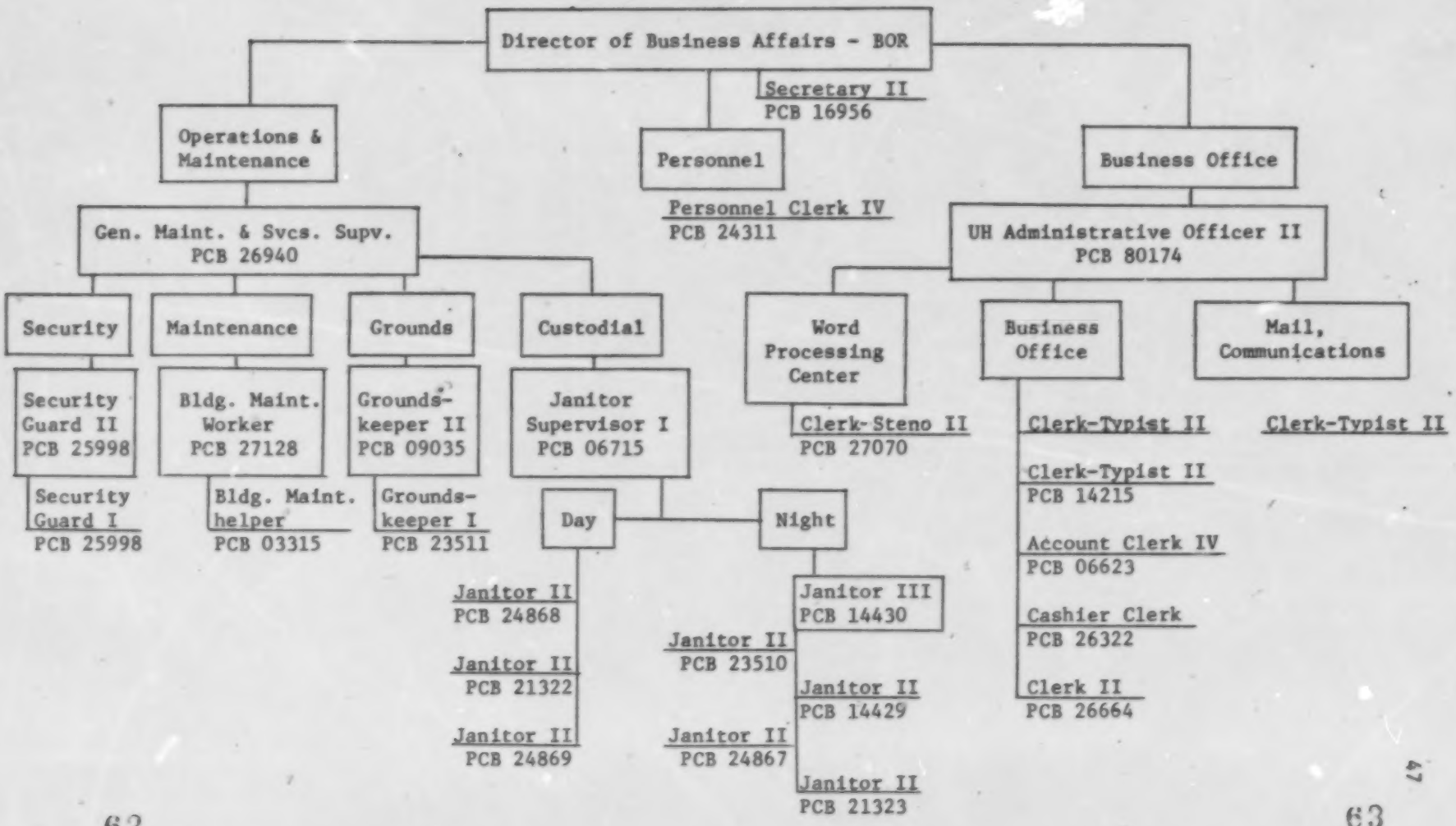


University of Hawaii

Organization Chart

Appendix A-10

Chart V



COMMUNITY COLLEGES' SALARY CONVERSION SCHEDULE
GROUP I (ACADEMIC YEAR INSTRUCTIONAL PERSONNEL)
(Effective July 1, 1976)

Appendix B

RANGE	STEP:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1																
06-30-75	MON	811	840	869	900	932	966	1002	1038	1076	1116	1157	1199	1243	1289	1337
07-01-76	ANN	10812	11172	11532	11916	12312	12744	13188	13632	14112	14604	15120	15636	16188	16764	17352
	MON	901	931	961	993	1026	1062	1099	1136	1176	1217	1260	1303	1349	1397	1446
2																
06-30-75	MON	869	900	934	966	1002	1038	1076	1116	1157	1199	1243	1289	1337	1378	1439
07-01-76	ANN	11532	11916	12312	12744	13188	13632	14112	14604	15120	15636	16188	16764	17352	17976	18624
	MON	961	993	1026	1062	1099	1136	1176	1217	1260	1303	1349	1397	1446	1498	1552
3																
06-30-75	MON	932	966	1002	1038	1076	1116	1157	1199	1243	1289	1337	1387	1439	1493	1549
07-01-76	ANN	12312	12744	13188	13632	14112	14604	15120	15636	16188	16764	17352	17976	18624	19296	19992
	MON	1026	1062	1099	1136	1176	1217	1260	1303	1349	1397	1446	1498	1552	1608	1666
4																
06-30-75	MON	1002	1038	1076	1116	1157	1199	1243	1289	1337	1387	1439	1493	1549	1607	1667
07-01-76	ANN	13188	13632	14112	14604	15120	15636	16188	16764	17352	17976	18624	19296	19992	20724	21468
	MON	1099	1136	1176	1217	1260	1303	1349	1397	1446	1498	1552	1608	1666	1727	1789
5																
06-30-75	MON	1076	1116	1157	1199	1243	1289	1337	1387	1439	1493	1549	1607	1667	1730	1796
07-01-76	ANN	14112	14604	15120	15636	16188	16704	17352	17976	18624	19296	19992	20724	21468	22248	23076
	MON	1176	1217	1260	1303	1349	1397	1446	1498	1552	1608	1666	1727	1789	1854	1923

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Minimum Qualifications for Instructor II Appendix C-1

The following constitute minimum educational qualifications for Instructor II. In areas where a master's degree is required but none is available, or where a master's degree in a related area is preferable, educational background equivalent to a master's degree may, with the approval of the Chancellor, be acceptable. This provision may also apply to the bachelor's level requirements in the allied health program.

All degrees and credits myst be earned from accredited institutions. Credits refer to semester credits.

COURSE/PROGRAM	EDUCATION IN SUBJECT AREA	RATING/LICENSE/ CERTIFICATION	WORK EXPERIENCE
Humanities			
Asian Studies	Master's		
Art	Master's		
Chinese (Language & Literature)	Master's		
Communications	Master's		
Drama	Master's		
English (Composition & Literature)	Master's		
English as a Second Language	Master's		
French (Language & Literature)	Master's		
German (Language & Literature)	Master's		
Hawaiian	(a) Master's or (b) Bachelor's		3 years
Hawaiiana	(a) Master's or (b) Bachelor's		3 years

COURSE/PROGRAM	EDUCATION IN SUBJECT AREA	RATING/LICENSE/ CERTIFICATION	WORK EXPERIENCE
History	Master's		
Humanities	Master's		
Ilokano	Master's		
Inter-Disciplimary Humanities	Master's		
Japanese (Language & Literature)	Master's		
Journalism	(a) Bachelor's in Journalism or (b) Master's		3 years
Languages of the Philippines (Language & Literature)	(a) Master's or (b) Bachelro's		3 years
Linguistics	Master's		
Literature	Master's		
Music	Master's		
Philosophy	Master's		
Portugese (Language & Literature)	(a) Master's or (b) Bachelor's		3 years
Reading	(a) Master's or (b) Bachelor's		3 years
Religion	Master's		
Spanish (Language & Literature)	Master's		
Speech	Master's		
Speech Communications	Master's		
Tagalog	Master's		
<u>Natural Sciences</u>			
Biology	Master's		

COURSE/PROGRAM	EDUCATION IN SUBJECT AREA	RATING/LICENSE CERTIFICATION	WORK EXPERIENCE
Botany	Mastaer's		
Chemistry	Master's		
Geoscience	Master's		
Mathematics	Master's		
Microbiology	Master's		
Natural Science	Master's		
Oceanography	Master's		
Physical Science	Master's		
Physics	Master's		
Science	Master's		
Technical Science	Master's		
Zoology	Master's		
<u>Social Sciences</u>			
American Studies	Master's		
Anthropology	Master's		
Economics	Master's		
Ethnic Studies	Master's		
Geography	Master's		
Guidance	Master's		
Human Development	Master's		
Human Potential	Master's		
Inter-Disciplinary Social Sci.	Master's		
Political Science	Master's		
Psychology	Master's		
Social Science	Master's		

COURSE/PROGRAM	EDUCATION IN SUBJECT AREA	RATING/LICENSE CERTIFICATION	WORK EXPERIENCE
Sociology	Master's		
Woman Studies	Master's		
Other Academic Disciplines			
Cooperative Arts & Sciences Ed.	Master's		
Directed Studies	Master's		
Health & Physical Ed.	Master's		
Inter-Disciplinary Studies	Master's		
Military Science	Master's		
Recreation	Master's		
Special Studies	Master's		
Other Disciplines			
Counselors	Master's		
Business Technology			
Accounting	(a) Master's or (b) Bachelor's		3 years
Business	(a) Master's or (b) Bachelor's		3 years
Business Analysis & Statistics	(a) Master's or (b) Bachelor's		3 years
Business Law	Law Degree		
Business Machines	(a) Master's or (b) Bachelor's		3 years
Computer Science	(a) Master's or (b) Bachelor's		3 years
Data Processing	(a) Master's or (b) Bachelor's		3 years

COURSE/PROGRAM	EDUCATION IN SUBJECT AREA	RATING/LICENSE CERTIFICATION	WORK EXPERIENCE
General Business	Master's		
Hotel Operations	(a) Bachelor's or (b) 15 credits		3 years 7 years (include training)
Insurance	(a) Master's or (b) Bachelor's		3 years
Management	(a) Master's (MBA) or (b) Bachelor's		3 years
Merchandising	(a) Master's or (b) Bachelor's		3 years
Office Procedures	(a) Master's or (b) Bachelor's		3 years
Real Estate	(a) Master's or (b) Bachelor's		3 years
Secretarial Science	Bachelor's		3 years
Shorthand	Bachelor's		3 years
Typewriting	Bachelor's		3 years
Food Service Technology			
Commercial Baking	(a) Bachelor's or (b) 15 credits		3 years 7 years (include professional training
Food Service	(a) Bachelor's or (b) 15 credits		3 years 7 years (include professional training
Health Service Technology			
Dental Assisting	(a) Bachelor's or (b) 15 credits	CDA CDA	3 years 7 years
Dietetic Technician	Bachelor's		3 years
Health Foundations	(a) Bachelor's or (b) 15 credits	As required As required	3 years 7 years

COURSE/PROGRAM	EDUCATION IN SUBJECT AREA	RATING/LICENSE CERTIFICATION	WORK EXPERIENCE
Medical Assisting	(a) Bachelor's or	CMA	3 years
	(b) A.S.	CMA	7 years
Med. Lab. Technician	Bachelor's	ASCP or As required	3 years
Med. Record Technician	(a) Bachelor's or	RRA	3 years
	(b) A.S.	ART	7 years
Nurses Aide	B.S. Nursing	RN	3 years
Nursing	Master's Nursing	RN	3 years
Occupational Therapy Assistant	(a) Bachelor's or	OTR	3 years
	(b) A.S.	COTA	7 years
Practical Nursing	B.S. Nursing	RN	3 years
Radiologic Technology	(a) Bachelor's or	ARRT	3 years
	(b) A.S.	ARRT	7 years
Respiratory Therapy	(a) Bachelor's or	RRT	3 years
	(b) A.S. Degree	RRT	7 years
Public Service Technology			
Creative Arts	Master's		
Education	Master's		
Fire Science	(a) Bachelor's or		3 years
	(b) 15 credits		7 years
Human Services	Master's		
Ind. Ed. Drafting Design	(a) Master's Ind. Ed. or		
	(b) 15 credits		7 years (include training)
Ind. Ed. Ind. Electronics	(a) Master's Ind. Ed. or		
	(b) 15 credits	Journeyman	7 years (include training)
Ind. Ed. Ind. Electricity	(a) Master's Ind. Ed. or		
	(b) 15 credits	Journeyman	7 years (include training)
Ind. Ed. Machine Shop	(a) Master's Ind. Ed. or		
	(b) 15 credits	Journeyman	7 years (include training)

COURSE/PROGRAM	EDUCATION IN SUBJECT AREA	RATING/LICENSE CERTIFICATION	WORK EXPERIENCE
Ind. Ed. Power Tech.	(a) Master's Ind. Ed. or (b) 15 credits	Journeyman	7 years (include training)
Ind. Ed. Sheet Metal	(a) Master's Ind. Ed. or (b) 15 credits	Journeyman	7 years (include training)
Ind. Ed. Welding	(a) Master's Ind. Ed. or (b) 15 credits	Journeyman	7 years (include training)
Ind. Ed. Wood Construction	(a) Master's Ind. Ed. or (b) 15 credits	Journeyman	7 years (include training)
Law	Law Degree		
Library Technology	Master's		
Nursery School Training	Master's		
Occupational Safety and Health	(a) Master's or (b) Bachelor's		7 years (include training)
Recreation	Master's		
Police Science	(a) Bachelor's or (b) 15 credits		3 years 7 years
<u>Other Technologies</u>			
Agriculture	(a) Master's or (b) Bachelor's		3 years
Apparel Design and Construction	(a) Master's or (b) 15 credits		7 years
Architectural Drafting	(a) Bachelor's or (b) 15 credits		3 years 7 years
Auto Body Repair and Painting	15 credits		7 years (include training)
Auto Mechanics	15 credits		7 years (include training)
Aviation Ground School	15 credits	License	7 years (include training)

COURSE/PROGRAM	EDUCATION IN SUBJECT AREA	RATING/LICENSE CERTIFICATION	WORK EXPERIENCE
Aviation Technology	15 credits	License	7 years (include training)
Aviations Maintenance	15 credits	License	7 years (include training)
Bluepring Reading	(a) Bachelor's or (b) 15 credits		7 years (include training)
Building Trades	15 credits		7 years (include training)
Carpentry	15 credits	Journeyman	7 years (include training)
Commercial Art	(a) Master's or (b) 15 credits		7 years (include training)
Cosmetology	15 credits	Certification	7 years (include training
Diesel Mechanics	15 credits		7 years (include training)
Drafting Technology	15 credits		7 years (include training)
Electricity	15 credits	Journeyman	7 years (include training)
Electronics Technology	15 credits		7 years (include training)
Engineering Technology	(a) BSE or (b) 15 credits		7 years (include training)
Fashion Design & Merchandising	(a) Master's or (b) Bachelor's		3 years
Food & Nurtitional Science	Master's		
Graphic Arts	(a) Master's or (b) 15 credits	Journeyman	7 years (include training)

COURSE/PROGRAM	EDUCATION IN SUBJECT AREA	RATING/LICENSE CERTIFICATION	WORK EXPERIENCE
Heavy Equipment Maint. & Repair	15 credits	Journeyman	7 years (include training)
Home Economics	Master's		
Industrial Electricity	15 credits	Journeyman	7 years (include training)
Industrial Safety	15 credits		7 years (include training)
Industrial Technology	15 credits	Journeyman	7 years (include training)
Machine Shop	15 credits	Journeyman	7 years (include training)
Machine Shop Technology	15 credits	Journeyman	7 years (include training)
Marine Technology	15 credits		7 years (include training)
Refrigeration & Air Cond.	15 credits	Journeyman	7 years (include training)
Sheet Metal & Plastics Tech.	15 credits	Journeyman	7 years (include training)
Sheet Metal Technology	15 credits	Journeyman	7 years (include training)
Welding	15 credits	Journeyman	7 years (include training)
<u>Other Occupational/Vocational Programs</u>			
Cooperative Vocational Education	(a) Master's or (b) 15 credits	Journeyman	7 years (include training)
Work Practicum	Master's		
Radio/TV Communications	(a) Master's or (b) Bachelor's		3 years
Distributive Education	(a) Master's or (b) 15 credits		7 years (include training)

COMMUNITY COLLEGE PROGRAM

Appendix D-1

ONE-YEAR SCHEDULE

PROGRAM FOR COMMUNITY JUNIOR COLLEGE INSTRUCTORS

ONE YEAR

FALL	SPRING	SUMMER
PHASE I	**PHASE II**	**PHASE III**
Ed CI 699 (1) sec 2 Directed Research Jr. Coll. (Teaching Community Colleges)	Ed CI 590D (10) Internship for Community College	Ed CI 622F(3) School Curriculum: Community College
Ed CI 699 (1) sec 4 Directed Research Jr. Coll. (Voc. Ed.)	Ed CI 591D (2) Seminar for Interns in the Community College Program	Ed CI 667 (3) Seminar in Curriculum
Ed CI 640M (3) Seminar in Teaching Fields: Inter. Education	Ed CI 699 (1) sec 3 Directed Research Jr. Coll. (Teaching Higher Education)	
Ed CT 420 (3) Visual Communications		
Ed CI 657 (3) The Community College		
Ed EP 416 (3) Tests & measurements		
Total: 14 credits	Total: 13 credits	Total: 6 credits

GRAND TOTAL: 33 CREDITS

NAME _____
Last, First

COMMUNITY COLLEGE PROGRAM REQUIREMENTS

ADMISSION:

1. Interview
2. Masters or above in a subject field or
3. Bachelors in a vocational field with 7 years of work experience.

FALL

Course No.	Credit(s)		Date Completed	Grade
Ed CI 640M	3	Seminar in Teaching Field: Interdisciplinary Education	_____	_____
Ed CI 657	3	Community College	_____	_____
Ed CI 699 sec 2	1	Directed Reading: Jr. College Teaching Community Colleges	_____	_____
Ed CI 699 sec 4	1	Directed Reading: Voc. Ed.	_____	_____
Ed EP 416	3	Tests and Measurements	_____	_____
Ed CT 420	3	Visual Communications	_____	_____
	14			

SPRING

Ed CI 590D	10	Internship Community College	_____	_____
Ed CI 699 sec 3	1	Directed Reading: Jr. College Teaching Higher Education	_____	_____
Ed CI 591D	2	Seminar for Interns: Community Colleges	_____	_____
	13			

SUMMER

Ed CI 622F	3	School Curriculum: Community College	_____	_____
Ed CI 667	3	Seminar in Curriculum	_____	_____
	6			

ELECTIVES

Ed EA 780I	3	Seminar Higher Education Administration	_____	_____
Ed EP 606	3	Student Personnel Services in Higher Education	_____	_____
Ed EP 604	3	Career Development and Vocational Counseling	_____	_____

PRE-EDUCATION CORE*

Appendix E-1

BASIC REQUIREMENTS

(See General Catalog, page 27, for detailed information)

Communications: One course from each of the following categories.

Eng 100, 110, 120, 130, 140, 150, 160 or 170
Sp 151, 251 or Comun 145

World Civilizations:

Hist 151-152 (or 161-162 for SSP students)

Quantitative and Logical Reasoning: One course from any of the following categories (excepting Elementary and Early Childhood majors who are required to have Math 111 and 251.)

Math 100 or above
Ag Ec 434, 480
Anth 200, 400
BAS 301, 302, 351
Phil 210, 445
Comun 406
Econ 321
Ed EP 429
ICS 160, 260
Psy 113

AREA REQUIREMENTS

HUMANITIES: 6 semester courses, including at least two English courses from Group I and at least one course each from Group II and Group III.

I. Drama 160
Eng 250, 251, 252, 253, 254, 255, 256, 257
Literature courses offered by the language departments.

II. Phil 100, 200, 201
Rel 150, 151

III. Am St 201, 202
Art 101, 270, 280
Asian 241, 242, 310
Drama 180 or Music 191
Drama 260
Eng 320, 331, 335, 351, 352, 360, 471, 472, 473
Hist 241, 242, 281, 282
Ling 402
Mus 160, 170, 180**, 190, 265, 266

IV. Art 105, 106, 107, 108
Drama 181, 182, 221, 222, 240, 281, 282, 283, 284, 490
Eng 313
Sp 231

NATURAL SCIENCES: 3 semester courses, including one 4-credit lab science. (Courses should preferably be chosen from both biological and physical sciences.)

Bioch 441
Biol 220
Bot 101, 130, 201, 450
Chem 100-100L, 113-113L, 114-114L, 117-117L
Genet 352
Geog 101
GG 101, 102
ICS 160, 260
Met 101
Micro 130, 351
Ocean 201
Phys 100-100L, 102, 110, 111, 151-151L, 152-152L, 170-170L, 272-272L, 274-274L
Sci 121 or 123, 122, 124, 350
Zool 101, 450

SOCIAL SCIENCES: 4 semester courses, including at least one course from each sub-group.

I. Am St 211, 212
Anth 150, 200
Asian 312
Bot 105
Psy 100***, 110, 112
320, 321, 322
Soc 100, 200, 312, 322,
332, 342, 352

II. Econ 120 or 150, 151
CE 203 or IS 203
Geog 102, 151
Pol Sc 110

*For all Pre-Education programs except Recreation and Secondary Music.
**Required for Elementary and Early Childhood majors.
***Required for all Pre-Education programs.

PROGRAM OF STUDIES FOR SECONDARY EDUCATION MAJOR IN TRADES AND INDUSTRY AND TECHNICAL EDUCATION
(Five-Year Program)
Program Elements for the B.Ed. and Professional Diploma
tc meet Dept. of Education (DOE) Certification

Appendix E-2

(Work to be completed for the B.Ed.)

		Sem. Crs.
I.	General Education Core (Follow College of Arts and Sciences Pre-education Core, except foreign language requirements)	55
II.	Professional Education Core	24
	ED EF 310 Foundations of American Education	3
	ED EP 311 Psychological Foundations	3
	ED CI 312 Foundations in Curriculum and Instruction	3
	ED CI 346 Methods of Instruction, Industrial Educ.	3
	ED FS 390 Student Teaching	10
	ED FS 391 Seminar for Student Teachers	2
III.	Academic Major and related courses in a teaching field	41

Students have three options in which the requirements for the academic major may be fulfilled. Listed below are the options:

OPTION "A"#

Student completes 16 credits in each of two areas and 3 credits each in three additional areas from the Technology Core.+

OPTION "B"#

Student completes credits in one technology core area equivalent to that required for the associate degree and 3 credits each in three additional areas of the Technology Core.+

OPTION "C"#

Credits by evaluation of industrial or trade experience or competence, plus reinforcement courses as determined by major advisor.

Technology Core

Metals Technology	Construction Technology
Drafting Technology	Industrial Crafts Technology
Plastics Technology	Electricity-Electronics Technology
Graphic Arts Technology	Power Technology

Other (as certifiable for teaching in DOE)

IV.	Electives		6
	Courses as recommended by Major Advisor:		
	ED CI 347	Organization and Management of Ind. Educ.	2
	ED CI 437	Curriculum Development, Industrial Educ.	2
	ED IE 401	Problems in Industrial Education	3
	ED IE 402	Improvement of Instruction, Ind. Educ.	3
	ED CT 314	Audio-Visual Techniques	3
	ED CI 438	Foundations of Vocational Education	2
			126

(Work to be completed for the Professional Diploma)

I.	Professional Education Core	6
	Electives in graduate education courses numbered at the 600 level or above Ed CC Career Development and Vocational Counseling (3) required	
II.	Academic Major and related courses in a teaching field	24
	Upon consultation with advisor, elect from courses in Industrial Education, Design (Art), Advanced Technology courses offered by College of Engineering and Community Colleges.	
		Total 156

In addition to the requirements listed in the OPTIONS, all candidates for the State of Hawaii Department of Education certification must meet the work experience requirement as specified in the State Plan on Vocational Education.

+ As approved by advisor.

PROGRAM OF STUDIES FOR SECONDARY EDUCATION MAJOR IN INDUSTRIAL ARTS EDUCATION
(Five-Year Program)
Program Elements for the B.Ed. and Professional Diploma

Appendix E-3

(Work to be completed for the B.Ed.)

		Sem. Crs.
I.	General Education Core . . . . . (Follow Pre-education Core)	55
II.	Professional Education Core	27
	Ed EF 310 Foundations of American Education	3
	Ed EP 311 Psychological Foundations	3
	Ed CI 312 Foundations in Curriculum & Instr	3
	Ed EC 314 Audio-Visual Techniques	3
	Ed CI 346 Methods of Instruction, Industrial Educ . .	3
	Ed FS 390 Student Teaching	10
	Ed FS 391 Seminar for Student Teachers	2
III.	Academic Major and related courses in a teaching field	36

The major may be met in any one of the following options:

Option "A"
3 credits in four areas and 6 credits in four additional areas of the Technology Core

or

Option "B"
3 credits in six areas and 9 credits in two additional areas of the Technology Core

or

Option "C"
3 credits in six areas and 18 credits in one additional area of the Technology Core

The Technology Core includes:

Metal Technology	Construction Technology
Drafting Technology	Industrial Crafts Technology
Electricity-Electronics Technology	Plastics Technology
Graphic Arts Technology	Power Technology

IV.	Industrial Education Core	6
	Ed CI 347 Organization & Management of Industrial Educ	2
	Ed CI 437 Curriculum Development, Industrial Educ	2
	IE 401 Problems in Industrial Education	3
	IE 402 Improvement of Instruction, Industrial Educ	3
V.	Electives	var.
		126

(Work to be completed for the P.D.)

I.	Professional Education Core Electives in graduate education courses numbered at the 600 level or above	6
II.	Academic Major and related course electives . . . . . Upon consultation with advisor, elect from courses in Industrial Education, Design (Art), Advanced Technology courses offered by Community Colleges, and Engineering	24
		156

Appendix E-4

PROGRAM OF STUDIES FOR SECONDARY EDUCATION MAJOR IN VOCATIONAL AGRICULTURE
(Five-Year Program)
Program Elements for the B.Ed. and Professional Diploma

(Work to be completed for the B.Ed.)

			Sem. Crs.
I.	General Education Core (Follow Pre-education Core. Emphasize prerequisite for agricultural requirements.)		55
II.	Professional Education Core		24
	Ed EF 310	Foundations of American Education	3
	Ed EP 311	Psychological Foundations	3
	Ed CI 312	Foundations in Curriculum & Instr	3
	Ed CI 333	Science, Secondary	3
	Ed FS 390	Student Teaching	10
	Ed FS 391	Seminar for Student Teachers	2
III.	Academic Major and related courses in a teaching field		40
	Ag 100	Agriculture Orientation	1
	AnSc 141	Animals and Man	3
	Hort 262	Principles of Horticulture	4
	Hort 450	Tropical Horticultural Crop Production	4
	AgEc 220	Agricultural Economics	3
	Ent 161	General Entomology	4
	Ent 374	Economic Entomology	4
	Soils 304	Tropical Soils	4
	Soils 350	Soil Fertility	3
	AnEng 351	Mechanization Principles & Practices	3
	Agron 201	Principles of Tropical Agronomy	3
	PPath 411	Principles of Plant Pathology	4
IV.	Electives		var.
	Ed EC 314	Audio-Visual Techniques	3
	Ag 299	Agricultural Practice	2
	AnSc 341	Livestock Management Laboratory	3
			126

(Work to be completed for the P.D.)

I.	Professional Education Core Electives in graduate education courses numbered at the 600 level or above	6
II.	Academic Major and related courses Electives in agriculture; courses selected in consultation with advisor	22
III.	Electives	2
		156

UNIVERSITY OF HAWAII

Appendix F-1

Curriculum & Instruction · College of Education

LETTER OF AUTHORIZATION

Valid ____ / ____ / ____

Expires ____ / ____ / ____

TO WHOM IT MAY CONCERN:

This is to certify that _____
is a bona fide student in the Cooperative Vocational Experience Course of this department. As of the above date, this student intends to register for IE 436, Cooperative Vocational Experience and IE 401 or 402, which requires that he be responsible for obtaining a wage earning position that will enable him to gain industrial work experience in a manufacturing, processing or servicing industry of his area of specialization.

The student, while employed, is regarded as a regular employee, abiding by all company regulations, receiving remuneration comparable to other employees of similar experience and seniority doing similar work.

Successful completion of this Cooperative Vocational Experience Course requires that, at the end of this course, the student will have completed the necessary written reports as well as satisfactory work, enabling a responsible company official to attest to the student's acceptability on the job and to his work attitudes.

In order to maintain proper liaison between the company and the University, the course instructor will call periodically upon the individual named above at his place of employment. Also, contacts will be made with the individual designated by the employer.

The Cooperative Vocational Experience Course provides an opportunity for a practical learning situation and, hence, a better instructor who can train students for industry.

Sincerely yours,

Frederick C. Braun, Chairman
Department of Curriculum and Instruction

West Hall Annex 2 · Room 226 · 1776 University Avenue · Honolulu, Hawaii 96822 / Cable Address: UNIHAW

LETTER OF RECOMMENDATION

Appendix F-2

Department of Curriculum and Instruction
College of Education
University of Hawaii
1776 University Avenue
Honolulu, Hawaii 96822

Dear _____:

This is to indicate that I have reviewed the Cooperative Vocational Experience Course application of _____. Also, I have discussed the relatedness of his proposed employment to his prospective career in teaching with the applicant.

☐ I recommend his enrollment in the Cooperative Vocational Experience Course.

☐ I do not recommend his enrollment in the Cooperative Vocational Experience Course.

_____ Date

_____ Signature, College of Education Advisor

_____ Print Name

_____ Title

Advisor:

Home Economics Educator	**Mrs. Jessie Sato**
Allied Health Educator	Dr. Lawrence Zane
Agriculture Educator	Dr. Lawrence Zane
Trades and Industries Educator	Dr. Lawrence Zane
Technical Education Educator	Dr. Lawrence Zane
Industrial Arts Educator	Dr. Marvin Poyzer
Office Education Educator	Dr. James Morris
Distributive Education Educator	Dr. James Morris
Other	

LETTER OF RECOMMENDATION Appendix F-3

Department of Curriculum and Instruction
College of Education
University of Hawaii
1776 University Avenue
Honolulu, Hawaii 96822

Dear _____:

This is to indicate that I have reviewed the Cooperative Vocational Experience Course application of _____. Also, I have discussed the relatedness of his proposed employment to his current and prospective teaching assignment with the applicant.

☐ I recommend his enrollment in the Cooperative Vocational Experience Course.

☐ I do not recommend his enrollment in the Cooperative Vocational Experience Course.

_____ / _____
Signature, Immediate Superior / Date
(Department or Division)

_____
Printed Name

_____
Title

_____ / _____
Signature, Administrator / Date
(Principal or Provost)

_____
Printed Name

_____
Title

LETTER OF APPROVAL OR DENIAL Appendix F-4

IE 436 THE COOPERATIVE VOCATIONAL EXPERIENCE COURSE

DEPARTMENT OF CURRICULUM AND INSTRUCTION
COLLEGE OF EDUCATION
UNIVERSITY OF HAWAII

Date _____

Mr.
Ms. _____
Last First Middle

Address _____
Number and Street City or Town State Zip Code

Your application for IE 436 Cooperative Vocational Experience has been:

☐ Approved for _____ Semester credit hours

☐ Denied (Check with your advisor)

For all required reports and questions concerning this program, contact:

_____

_____

_____

Contact the above professor prior to _____ for final arrangements and assignments.

_____ _____
Signature Date

WORK AGREEMENT

CI 436 THE COOPERATIVE VOCATIONAL EXPERIENCE

Appendix F-5

Department of Curriculum and Instruction
College of Education
University of Hawaii
Honolulu, Hawaii 96822

Date _____

I, _____,

Employing Firm

enrolled for _____ hours credit, _____ semester,

19___, agree to work with _____,
(Name of Employer)

in the position of _____,
(Position title or general duties)

as a student in the Cooperative Vocational Experience course in accordance with the regulations issued by the Department of Curriculum and Instruction.
Tentative beginning date _____; ending date _____.

Conditions of Employment

I will not terminate nor arrange with my employer to be relieved of the job without prior approval of the Cooperative Vocational Experience Course Instructor.

This Agreement does not bind my employer to continue my services beyond the time when he has need of my services or beyond the prescribed time period. It is entered into with the expectation on his part and the understanding on mine that I will work on this job for the prescribed period from the date of initial employment until asking the Cooperative Vocational Experience Course Instructor to consider a change of employment.

Credit for Degree

I understand that my work on the job for the above employer is part of the requirements for a degree and/or for certification and/or in-service education. Credit will only be given in return for satisfactory service to the employer and full compliance with the requirements of the Cooperative Vocational Experience course.

Certification

In accordance with the laws of the state in which I am employed, I agree to obtain any necessary forms, certificates, or permits prior to reporting for the job.

Student Signature _____ Age____ Soc. Sec. No._____

Residence during this period of work _____ City_____ State_____

Telephone: Home_____ Business_____ Date_____

Industry Supervisor _____ Date_____
Signature

Cooperative Vocational Experience Instructor _____ Date_____
Signature

SCHEDULE

CI 436 COOPERATIVE VOCATIONAL EXPERIENCE Appendix F-7

Department of Curriculum and Instruction
College of Education
University of Hawaii
Honolulu, Hawaii 96822

Name _____ Date _____

Credits _____ Work Period _____ through _____

Job Title _____

Employer _____

Industry _____ Address _____

Industry Supervisor _____ Title _____

Department _____

_____
Schedule Time Period _____

Student Signature _____ Date _____

Industry Supervisor
Signature _____ Date _____

Cooperative Vocational Experience
Instructor Signature _____ Date _____

WEEKLY ACTIVITIES REPORT

CI 436 COOPERATIVE VOCATIONAL EXPERIENCE Appendix F-7

Department of Curriculum and Instruction
College of Education
University of Hawaii
Honolulu, Hawaii 96822

Name _____ Credit _____ Date _____
(Last) (First)

Company _____ Address _____

Industry Supervisor _____ Title _____

Student Log

Directions: Make two copies of this report. Submit one copy to the Cooperative Vocational Experience Instructor at the end of each week and retain one for your files.

Report No. _____ Reporting Period _____ through _____
(date) (date)

	This Week	Cumulative
I. Observation/Conferences	_____ hrs.	_____ hrs.
II. Responsible Work Assignment	_____	_____

III. Describe Work Activities Performed and Your Evaluation of These Activities.

IV. Supplementary Information:

_____ _____
Student Signature Date

Cooperating Industry Supervisor Comments: (optional)

_____ _____
Cooperating Industry Supervisor Signature (optional) Date

Appendix F-8

FINAL REPORT

CI 436 THE COOPERATIVE VOCATIONAL EXPERIENCE COURSE

Department of Curriculum and Instruction
College of Education
University of Hawaii
Honolulu, Hawaii 96822

A final report to be submitted to the Cooperative Vocational Experience Course Instructor is required, following the completion of each Cooperative Vocational Experience Course period.

The final report is to include responses to the specific topics. Additional information may be included.

Specific Topics: (To be completed in detail)

1. Procedure followed in obtaining the job.
2. Firm name, address, and immediate supervisor
3. Period of work and number of hours.
4. Student position title and specific duties and responsibilities.
5. Anticipated influence that this work experience will have on teaching content and procedures.
6. Contributions of work experience made toward personal and professional development.
7. General evaluation of the Vocational Experience period (best and worst features).
8. Recommendations for improvement of the Cooperative Vocational Experience Course.

The final report is to include a cover page which contains the following information:

Course Title and Number

Term

Your Name

Date of Submission

EMPLOYERS EVALUATION

CI 436 THE COOPERATIVE VOCATIONAL EXPERIENCE COURSE

Department of Curriculum and Instruction
College of Education
University of Hawaii
Honolulu, Hawaii 96822

Employer: Please express your candid opinion of this student as a worker in your employ. Criticisms and comments are earnestly solicited. This information will be utilized by the Cooperative Vocational Experience Instructor for the guidance of the student.

Student's Name _____
(Last) (First) (Middle)

Period of Employment: From _____ To _____

Employing Firm _____

Industry Supervisor _____ Title _____

GENERAL

Attendance: Reg.___ Irregular___ Punctuality: Reg.___ Irregular___

Overall Rating: Excellent___ Very Good___ Average___ Marginal___ Poor___

RELATIONS WITH OTHERS

___ Exceptionally well accepted
___ Works well with others
___ Gets along satisfactorily
___ Has some difficulty working with others
___ Works very poorly with others

ATTITUDE-APPLICATION TO WORK

___ Outstanding in enthusiasm
___ Very interested and industrious
___ Average in diligence and interest
___ Somewhat indifferent
___ Definitely not interested

JUDGMENT

___ Exceptionally mature
___ Above average in making decisions
___ Usually makes the right decision
___ Often uses poor judgment
___ Consistently uses bad judgment

DEPENDABILITY

___ Completely dependable
___ Above average in dependability
___ Usually dependable
___ Sometimes neglectful or careless
___ Unreliable

ABILITY TO LEARN

___ Learns very quickly
___ Learns readily
___ Average in learning
___ Rather slow to learn
___ Very slow to learn

QUALITY OF WORK

___ Excellent
___ Very good
___ Average
___ Below average
___ Very poor

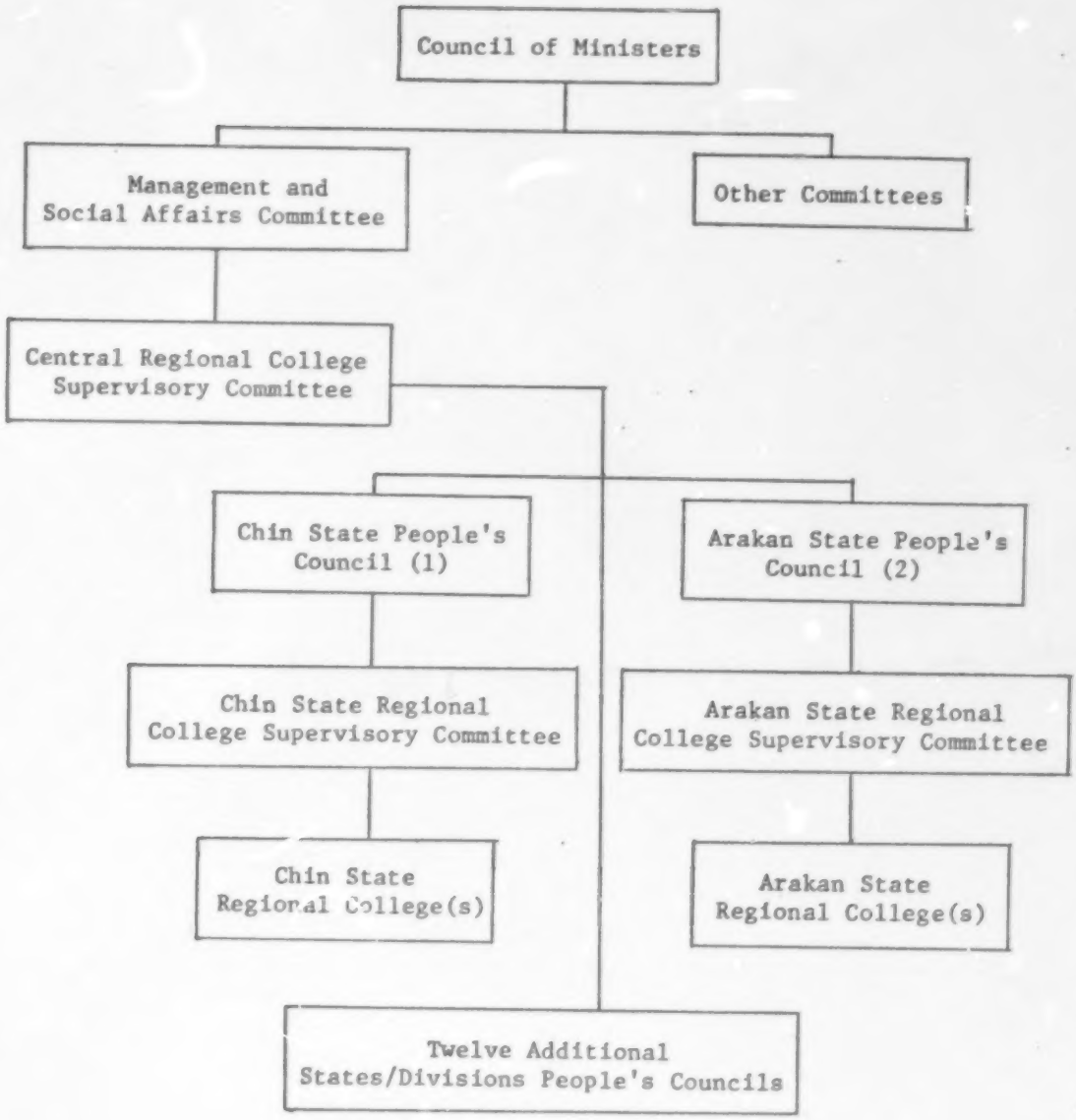
Industry Supervisor's Comments:

Signature of Rater: _____ Date _____
(Industry Supervisor)

This evaluation has been discussed with the student: Yes___ No___

Socialist Republic of the Union of Burma Appendix G

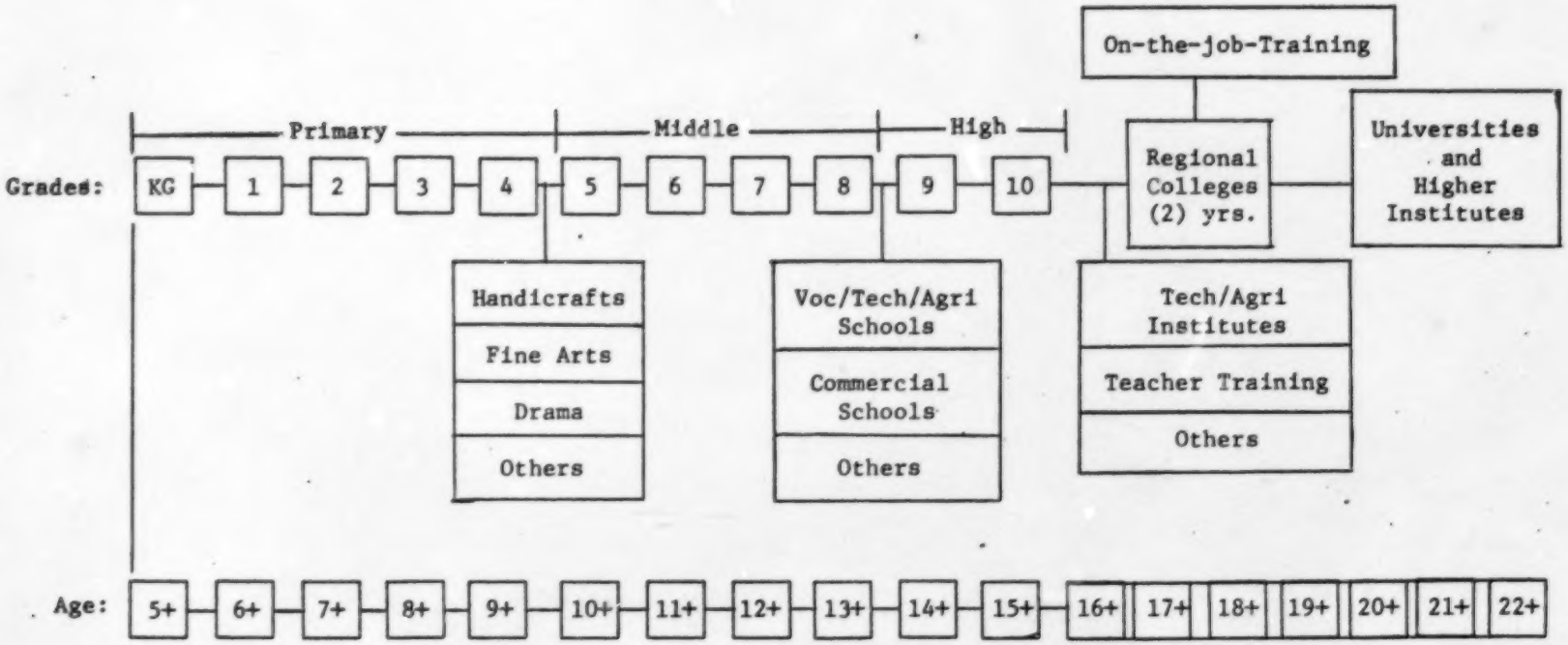
Administration of Regional Colleges


Council of Ministers
Management and Social Affairs Committee
Other Committees
Central Regional College Supervisory Committee
Chin State People's Council (1)
Arakan State People's Council (2)
Chin State Regional College Supervisory Committee
Arakan State Regional College Supervisory Committee
Chin State Regional College(s)
Arakan State Regional College(s)
Twelve Additional States/Divisions People's Councils

Socialist Republic of the Union of Burma

Appendix H

Education Structure



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UNIVERSITY OF CALIF.
LOS ANGELES

OCT 14 1977

CLEARINGHOUSE FOR
JUNIOR COLLEGES